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ABSTRACT

A report is given of a fifteen-day summer workshop sponsored by the Teacher Corps. The workshop was held in Chicago, Illinois and involved faculty from the Hyde Park Career Academy, Dumas Elementary School, representatives from the Community Council, and interns from the Teacher Corps Member Training Institute. The focus of the workshop was on improving the school climate. Both large and small group sessions were held, involving a total of 37 participants. Large group seminars were devoted to group dynamics, multicultural education, and general principles of special education. In the small group sessions, discussions were held on record keeping for teachers, beliefs and values, extra-curricular activities, communications, and reading. An overview is presented of the activities of the workshop and the evaluations offered by the participants. The appendix contains sample worksheets and materials used in the workshop. (JD)

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Roosevelt University

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The Chicago Board of Education

Teacher Corps Project - Project '78

A DESCRIPTION AND EVALUATION OF THE 1979 SUMMER WORKSHOP FOR PRESERVICE AND INSERVICE TEACHERS AND COMMUNITY COUNCIL MEMBERS

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Roosevelt University

and

The Chicago Board of Education

Teacher Corps Project--Program '78

A Description and Evaluation of the 1979 Summer Training Workshop

Eliot Asser
Kenneth James
Curtis Melnick
George Olson

Spring, 1980

Report of Roosevelt University Teacher Corps
Summer Workshop 1979

Introduction

Armed with the experience of two successful summer workshops during the operation of the Cycle 11 Teacher Corps Project, staff agreed that a summer workshop for the Program '78 Project would be an outstanding personnel development activity for the Summer of 1979.

The advantages of a summer workshop would turn out to be the following:

(a) Teachers are not burdened with the pressures of day-to-day classroom and other school activities during the summer. They also would welcome the opportunity to earn a reasonable stipend for their attendance at the workshop, particularly those who would not be able to find employment in the summer program of the Chicago Public Schools.

(b) A three hour training period each day for 15 consecutive weekdays would enable the participants to quickly build on the results of the previous days deliberations without the necessity for taking time for prolonged reviews if a series of workshops was conducted on a spasmodic basis.

(c) The workshop would be an opportunity to attract to Teacher Corps members of the faculties of both schools in which the Program '78 Teacher Corps Project operates--Hyde Park and Dumas--who had not participated too much in the first year's activities. It would additionally allow continued contact with those faculty members who participated actively in the needs assessment and planning activities during the first year of operation.

(d) The workshop would be timed so that the interns and team leader who had returned from CMTI (Corps Member Training Institute) would become full participants and thus integrate experienced teachers with those who were engaging in pre-service activities, a national goal of Teacher Corps.

Thus, the workshop was set to run from July 9 through 27 to realize all of the above advantages. An air-conditioned facility was sought and

provided by District Superintendent Dr. Frank Gardner in the King Room of Kenwood Academy, located not far from Hyde Park Career Academy.

As noted above workshop participants were required to be present from 9 A.M. until noon. Workshop participants who were absent received no pay and those who were tardy more than 5 minutes were sometimes docked a substantial penalty, thus insuring that the workshop could start and conclude at the advertised time.

Coffee and tea were provided every morning, once or twice with rolls, and the workshop closed on a high note of morale when two-thirds of the participants voluntarily came to a closing luncheon at each person's own expense to celebrate in food, drink, songs, and poetry the many high and the few low points of the workshop.

Goals

Prior to the workshop the principal of the Hyde Park Career Academy had attended a training session sponsored by the Plains Network on school climate and came back to his faculty filled with ideas on how to put into practice some of the principles to which he had been exposed. To implement his notions, he divided the faculty into five working committees and these committees had preliminary discussions on improving the school climate in five distinct areas: Rules and Regulations for Students; Record-keeping for Teachers; Beliefs and Values; Extra-Curricular Activities; and Communications. These committees chose their own representatives to come to the summer workshop and laid down some guiding principles for accomplishing some definite tasks during the Summer Workshop.

On the other hand the Dumas task force group was more task oriented. They desired a summer workshop to work on improving reading and arithmetic achievements of Dumas pupils, individualizing instruction for as many pupils as possible, particularly in special education in view of the mandate of

Public Law 94-142, and diagnostic-prescriptive teaching.

At least three planning meetings were held with representatives of each faculty by the Director and the Curriculum Consultant of the Project to crystallize these general objectives of the summer workshop. The Hyde Park people at first were insistent that all 15 sessions be devoted to small group sessions attended by the five representatives of each subcommittee and were cool to suggestions for other types of programming.

Similarly, the Dumas people wanted most summer workshop sessions devoted to their goals enumerated above.

The picture was complicated by the recommendation of some staff members that it would be desirable to have some sessions for the entire group of participants in group dynamics, multicultural education, and general principles of special education. Later on the interns wanted a chance to discuss their experiences in the CMTI program and the Community Council representatives to the workshop wanted a session devoted to discussing their concerns with the entire assembled group.

Thus a compromise program format was worked out combining the desires of the Hyde Park and Dumas participants with those listed above. The first three sessions were devoted to group dynamics and multicultural education and the other general sessions were interspersed with the small group sessions to provide a change from the day-to-day routine of meeting in small groups. It proved to be a most acceptable program to all, who praised the concentration of the small group sessions as well as the diversity of the large group sessions. Five large group sessions were held and ten small group type sessions filled out the rest of the program.

Characteristics of the Participants

Twenty five Hyde Park teachers signed up for the workshop, but two dropped out during the first week when they secured full-time summer posi-

tions. Two participants were added to the Hyde Park group making a group of 26 from Hyde Park. Of these sixteen were white and ten black faculty members. Men were outnumbered by a ratio of five to twenty-one women.

Five Dumas full-time faculty members participated including one male and four females. All five were black.

The Community Council representatives were four black women. Interns were evenly divided as to sex and race.

Thus, the entire group consisted of 37 participants divided almost evenly between whites and blacks, 18 of the former and 19 of the latter. However, women greatly outnumbered men, 29 to 8.

Staff Characteristics

At least four staff members were affiliated with the workshop on a full-time basis and six more consultants were brought in to fulfill special needs in the areas of group dynamics, special education, teaching of reading, and multicultural education.

Attendance

For the entire fifteen days of the workshop the absence and tardiness rates were less than 2%.

SUMMER WORKSHOP - 1979
July 9 - 27

Overview: 7/9	7/10	7/11	7/12	7/13
1) Goals of Teacher Corps, workshop procedures, and staff introduction. (Curtis Melnick) 2) Social Systems Model (Henrietta Schwartz) 3) Inclusion and Exclusion (John Davis)	1) Small group work: A) Assignment of members B) Procedures and purposes 2) Film: "Cipher in the Snow" Viewing and discussion. (Eliot Asser)	1) Cooperation and Competition: "The Prisoner's Dilemma" (John Davis) 2) Post Meeting Reaction Sheet (PMRS)	1) Small group work: A) Hyde Park: School Climate (defining climate). B) Dumas: visit to Hyde Park Teacher Curriculum Work Center.	1) Large Group Presentation: Exceptionality and Mainstreaming (Ken James) 2) Hyde Park: Choice of attending presentation or working in small groups. 3) Feedback from small groups (PMRS)
7/16	7/17	7/18	7/19	7/20
1) Introduction (Curtis Melnick) 2) Dumas: small group work: systems theory and mainstreaming (Ken James) 3) Hyde Park: small group work: School Climate Groups: a) Communications structure b) Extra Curricular c) Record Keeping d) Rules & Regulations e) Beliefs & Values	1) Dumas: small group work: Analyzing the School. 2) Hyde Park: small group work on School Climate topics. (Describing the climate situation)	1) Dumas: small group work: Task analysis (Ken James) 2) Hyde Park: small group work on School Climate topics 3) PMRS	1) Large group session: A) Report on CMTI from the four Teacher Corps Interns. B) Presentation by Community Council of concerns and issues. 2) PMRS	1) Dumas: small group work: Diagnostic analysis and case study. (Ken James) 2) Hyde Park: small group work: evaluation of climate. 3) Feedback from small groups. 4) PMRS
7/23	7/24	7/25	7/26	7/27
1) Introduction (Curtis Melnick) 2) Dumas: small group work: Individualizing instruction. 3) Hyde Park: small group work: climate topics (Initiating an action plan)	1) Dumas: small group work: Methods of reading motivation. (Doris Harmon) 2) Hyde Park: small group work: climate areas (developing a policy statement)	1) Dumas: small group work: reading motivation (Doris Harmon) 2) Hyde Park: small group work: promoting and implementing the plan. 3) PMRS	1) Large group session: Perception (John Davis)	1) Final session: A) Structured feedback, the 3 weeks activities (each small group) B) Questions and Answers. C) Summative Evaluation.

Program Description

The three week program was designed to provide small and large group activities, involving structured and unstructured experiences. During the planning phase, the Core staff decided that one of the goals of the workshop would be to enhance articulation between the two faculties. Emphasis was placed on the intermediate grades of the elementary school and lower grades of the high school. But aside from this specific transition concern, it made sense that the faculties know each other given that their student base is potentially similar.

Much of the program is described in detail in the evaluation section where specific program components are analyzed and reviewed. A general overview of the three weeks may be observed in the schedule on the previous page. The first week included an overview with three goals: first, an outline of the plans, format, and objectives of the summer workshop by Curtis C. Melnick, the Project Director; second, a presentation of the theoretical underpinnings of the Roosevelt University Teacher Corps project by Dr. Henrietta Schwartz (formerly Assistant Director of the Project and now Dean of the College of Education); and finally, a participation in Human Relations training with John Davis, an experienced facilitator. All three components - the practical, theoretical, and experiential - are important and plans were made that all would be incorporated into the workshop.

The second day involved the first meetings of the small groups. Two task forces, one at Hyde Park and one at Dumas, had planned an agenda for their colleagues. (The results of these planning meetings are included in the appendix.) From these deliberations, George Olson compiled a 3-page document entitled "Guidelines for Small Groups." (See appendix.) It included three general sections (on the groups' format, procedures, and evaluation mechanism) and a specific page of guidelines for the Hyde Park faculty and one for the Dumas faculty. These guidelines were discussed with work-

shop participants. On the remainder of the second day and on the third day, two human relations experiences were featured. On Tuesday the film, Cipher in the Snow was screened. It focuses on a young boy whose death reveals how quiet, withdrawn children often "fall through the cracks" and become invisible to teachers in their busy, demanding schedules. It was a moving experience for many of the participants. (A copy of the short story from which the film was made is included in the appendix.) Wednesday, John Davis led everyone through an exercise highlighting the difference between competition and cooperation.

On Thursday of the first week, the participants returned to the small group format. For the remainder of the workshop this was the predominant focus of their attention. On that Thursday, Dumas teachers made a sojourn to the Hyde Park Teacher Curriculum Work Center. There they were familiarized with the Center's resources and made several lesson aids.

To close out the first week, Dr. Ken James, a specialist in Early Childhood Special Education, spoke to the Dumas faculty and part of the Hyde Park faculty on the exceptional child and mainstreaming.

At the close of Friday's session, the participants united for a sharing session. With the belief that sharing progress and receiving feedback was critical, time was set aside at least once a week for "report back" sessions where each of the five Hyde Park groups and the Dumas group informed their colleagues of their progress.

The second week was devoted almost entirely to small group work. The only exception was Thursday when the participants assembled to hear two special reports. The Team Leader, Jacqueline Crook, and the four interns (Michael Coleman, Janice Hutson, Susan Kaufman, and Mark Teachout) reported on the special national training they received prior to the workshop. Then

the Community Council members briefed the participants on the Council's activities and goals for the coming year. (A report on each of these presentations follows in this section.)

The third week featured three days of small group work, a total group perception experience and a closing session where groups made their final reports and provided feedback on the workshop experience.

The Exceptional Child and Mainstreaming

To understand who exceptional children are, the concept of "normal" must be investigated. Clearly the "exception" is "one who differs from normal." This seems to state, with some degree of specificity, what it means to be exceptional. However, the matter is not nearly so clearcut; the concept of "normal" is far from well defined.

Normal is often associated with a value judgement that places "normal" in an equal position with "utopia." If normal is the goal, then someone who isn't normal hasn't yet reached this goal. But for some, such as Einstein or Curie, to reach the normal goal would unjustly place them in intellectual bondage. Similarly, an individual who is incapable of independent living due to some handicap or another would not be able to live in a society which held normal as a goal.

Normal can also be considered "ordinary" and from this perspective, "exceptional" can be considered "extraordinary." This is an edifying position and one which can motivate acceptance of the exceptional individual. However, because of the problem with the mundane term "ordinary," it is unlikely that people would opt for inclusion in any "ordinary" class. Hence, working from the point of view of normal as the ordinary is not the best for educators.

The most fruitful means for educators to conceptualize "normal" is to take it as the midpoint of a human variance continuum. Everyone is different from everyone else, and the midpoint of these differences can be considered "normal." Exceptionality is variance from the midpoint, and this can include unusually gifted individuals and severly handicapped individuals as well.

When viewed from an educational perspective, certain types of variance create educational problems. Traditional education of children in class-

room groupings is geared for the midpoint and slight variance in human behavior. If a child exhibits an extreme sort of variance, he cannot profit from typical classroom experiences. He therefore needs special education.

For many years special educators sought to develop special methods and materials for use with exceptional children. They achieved some degree of success, but in their search for methods they created the problem of labeling exceptional children. If labels are understood as only convenient ways of referring to general types of exceptionalities, they will not be abused. What occurred instead was that children began to be identified by labels, teachers taught according to labels, and children were sent for diagnostic workups to become labeled. Clearly the best interests of the individual child were not being met. The child was forced to fit a label, as he was previously forced to fit into a regular classroom.

This situation of labeling and placement of exceptional children in "self-contained" or "segregated" classrooms, lead to a number of lawsuits questioning the validity of labeling. These suits had their roots in civil rights cases such as Brown vs. Board of Education (1954) which established that "separate but equal" educational facilities are unequal. The validity of using test scores for labeling purposes was questioned in the case of Hobson vs. Hansen (1967) in which it was found that "tracking" system based on a child's intelligence quotient (IQ) violated the equal protection clause of the Constitution. The stigmatizing power of labels was recognized in the case of Wisconsin vs. Constantineau (1971) where the U.S. Supreme Court ruled that when a person's reputation is at stake, simply labeling that person is not permissible.

Based on these and other cases, in 1975 the U.S. Congress passed P.L.94-142 which guaranteed the right to "free, appropriate public education in the least restrictive (or segregated or separated) environment." This is

generally interpreted as meaning "placement of exceptional children in regular classrooms" with ancillary help when needed. This procedure is known as mainstreaming.

The mainstreamed child is most likely to be those who were formerly classified mildly learning disabled, behaviorally disordered, and educable mentally handicapped. The presence of these exceptional children in regular classrooms does mean that the teacher should be provided with ancillary help, but it does not mean that teachers are faced with a problem beyond their competence. What it does mean is that teachers must develop their sensitivity to certain dynamic elements in the teacher-student relationship.

When the dynamics of working which children are examined, it is possible to discover those elements which are common, regardless of the learning problems an individual child may be having. These are relationship factors, class structure and instructional communication.

Teachers must be aware of this relationship to the child. These relationship factors refer to such things as the nature and extent of communication between teacher and child, the affective response which the pair have for one another, and the levels of tolerance each has. These relationship factors vary from child to child, and from teacher to teacher, and must be examined by the competent educator in the search for appropriate methods and materials for a given child.

The structure of the educational setting is another concern of teachers. They must work within given time schedules, and select and enforce certain rules of behavior which allow academic learning to take place. Regardless of the teacher's area of expertise or the child's manifested exceptionalities, this structure must be part of the educational arena. The practice of reinforcing desired behavior in the classroom goes along with rule-establishment and must be considered by teachers.

Teacher talk, or the instructional communication which comes from the teacher in the course of presenting lessons, must also be examined. Some children need much from the teacher, others are relatively independent learners, while still others will tolerate only a modicum of teacher input. This varies widely from child to child, is dependent upon the relationship factors discussed above, and is independent of a given "label" which a child might receive.

These three elements: the teacher-student relationship, the structure of the classroom and the teacher-talk are involved in any educational endeavor, and if teachers are working with "exceptional children," they must consider these factors in relation to those children, just as they would have to do with a "non-exceptional" child.

To adequately provide for the educational needs of exceptional children, teachers may also need to learn about instructional techniques such as individualized instruction and behavior modification procedures. These special items are to be handled through inservice training to teachers of mainstreamed children, according to the requirement of P.L. 94-142.

Contact with mainstreamed children should cause teachers to question mystique which special education has had in the past. In fact, special education is special only to the extent that it views every individual as unique, and tries to provide experiences for individuals to actualize their own potentials. This goal is applicable to regular education as well. It is in fact related to the Latin root of the word educate which means to educe, draw out from the individual all that may be within them.

CMTI Presentation

This section is a summary of the Corps Member Training Institute (CMTI) given by the Team Leader and the four interns at the summer workshop. It begins with a description of Team Leader's week and later focuses on a summary of the different areas of concentration. Three of the interns expounded on a content area in which he or she was particularly interested and felt comfortable in relating. This section concludes with reactions to the living and learning experiences as seen by the Interns and the Team Leader.

CMTI was a graduate level training program attended by all team leaders and newly selected Teacher Corps Interns. Team Leaders, from all over the United States, arrived in San Diego, California on June 9, 1979. A week later, the Interns arrived, enthusiastic and full of energy.

During the first week, Team Leaders were given training in the Santa Barbara Supervisory Training material. Training for the next three weeks, involving both Team Leaders and Interns, concentrated on three main areas: (1) organizational theory, (2) education that is multicultural, and (3) community-based education. One hour each day the teams engaged in the Instructional Analysis Component--that is analyzing instructional strategies.

The first week of CMTI began for 82 Team Leaders Sunday, June 10, 1979 at 11:00 A.M. in Aztec Center. As the introduction of Team Leaders, staff members, and content specialists was made through innovative games, the anticipation and enthusiasm shared by all increased.

Specific activities for each component were explicated on the week's agenda. This agenda distributed to the Team Leaders at the first meeting, listed the Santa Barbara Supervisory Training each day from 8:00 o'clock A.M. to 12:00 noon. In this component, participants worked in groups of three. Sessions were conducted through various activities, each reinforcing the steps of the supervisory process. Reading the manual, viewing video tapes,

and listening to audio tapes are activities used to identify concepts and stimulate discussion. Role playing, another popular activity, involved the participants alternating being teachers, supervisors, or observers in a given situation. Much data was collected by the observer and used as the topic for discussion. Critiques and helpful suggestions were given to the persons in the supervisory roles.

Other activities involved constructing observational instruments, such as a checklist to evaluate the teacher's presentation. These instruments were used while observing video tapes and role playing situations. An analysis was made of the data collected.

Team building training, the second component, was dealt with in the afternoon from 1:00 P.M. to 5:00 o'clock P.M. The activities included presentations, lectures, observations, and group discussions of the principles of group dynamics. The lecturers expounded on the various principles, differentiated between descriptive and interpretative comments, and related the dynamics of conflict. Each lecture stimulated a meaningful discussion. The principles were utilized each day by participating in a group discussion, observing a group of Team Leaders or observing one of the daily staff meetings.

Sessions for the next three weeks were somewhat varied but maintained high interest with much enthusiasm. Each Intern's report covered a specific content area. The first Intern expounded on the content area organizational theory. This Intern along with other participants asked the question "Why are we studying organizational theory?" The answer was clearly defined by the end of the three-week training institute. Participants were made aware of the organizational structure in the temporary system in which they lived. Without this knowledge, survival for the next three weeks would have literally been impossible. Much emphasis was placed on the school and community as an organization, mainly its patterns--some of which are easily

recognizable and others which are hidden. It is believed that understanding these concepts is one of the first steps to becoming an effective educator.

The design for this training was to prepare the teams for entry into the classes, schools, and communities in which they would be a part of for the next two years. Through a multiplicity of activities, the teams (1) became aware of the basic components which defined organizations, (2) defined their roles as part of the CMTI Organization and the Teacher Corps Project, and (3) devised a plan for entering their local project settings.

A second Intern reported on the content area education that is multicultural. If one looked at the community of CMTI, he would immediately know the rationale for this area. CMTI was a culturally diverse community--one which included Anglo-Americans, Alaskans, Puerto Ricans, Hawaiians, American Indians, and Afro-Americans as well as participants from Guam, the Virgin Islands and American Samoa. Training in this area began upon arrival at Zura Hall--a dormitory on the campus of San Diego State University.

Intermediate introspection made the interns aware of their monocultural training. The need for new skills, knowledge, and attitudes became apparent and took priority in their preparation as teachers.

With this awareness, the training began by formulating a working definition for education that is multicultural and comprehending the basic concepts and their definitions. They engaged in comprehensive activities that gave much insight into understanding the curriculum, instructional strategies and materials, the environment, and many other practices.

The third Intern's report dealt with the content area community-based education. This area caused one to take a mental needs assessment of education in his immediate community. In most cases, the result indicated too little knowledge of its resources and no knowledge of its leadership.

Through CMTI training, Interns and Team Leaders were provided a concep-

tual base in which to approach community based education. Activities centered around lectures, discussion, games, role playing and field experiences. Many of the activities demanded work in small groups to discuss concepts, skills, and components, to make team decision and to formulate an operational definition for community-based education. Time was allocated for participants to apply their newly learned skills through specific problems related to their local projects.

After much dialogue between the Interns and Team Leader, the fourth Intern related the reactions of their CMTI experience.

CMTI was a rewarding, exciting, informative, pluralistic living and learning experience. It provided the opportunity for building close relationships as well as mere acquaintances.

Each team interacted with members of his own project as well as another project for one hour each day analyzing the instructional strategies. One team leader acted as facilitator of the group while the others, using an instrument, observed the group dynamics principles. The data collected served as a means of constructive feedback. An experience, such as this, was invaluable in terms of personal as well as professional growth.

The instructional teams were carefully selected and indicated such in their presentations. They provided the interns with a workable framework and the necessary tools for implementing programs in local projects. They also made the interns aware of many resources from which to draw upon and demonstrated how to utilize them effectively.

Thougn the CMTI experience was basically of a positive nature, some negative factors were common to most of the participants. Factors such as extreme temperatures, loneliness, uncertainty of objectives, anxiety of taking tests, and fatigue. The participants were also overwhelmed with the abundance of material which had to be presented in the allotted time and the

degree of slippage--that is the distortion of information filtered through the organization.

At the culmination of the institute, most participants had encountered a valuable living and learning experience. Overall, CMTI provided a wholesome and relaxed atmosphere.

Evaluation

Post meeting reaction sheets were used four times during the summer workshop. Three were used to measure the participants' reactions as the workshop progressed. The fourth was used as a summary measure on the last day. Participants were very cooperative. The percentage of participants responding was 99% for Table I, 100% for Table II, 100% for Table III, and 92% for Table IV. The evaluation forms were anonymous with categories for each person to indicate his/her role. Spaces for comments were left following all questions; in addition, there was a final question requesting "suggestions or general comments." Participants were encouraged to add their comments to their rankings.

For each activity or session, participants were asked to make four rankings. First, they rated the extent to which the session was interesting to them. Second, they ranked the utility of the information presented or the experience shared. Third, participants ranked the appropriateness of the session to their jobs as teachers, administrators, interns or community representatives. Finally, they ranked the quality of the presentation and/or discussion associated with the session. Instructions were at the top of the sheet: "Please rate the following sessions by assigning numbers 1 - 5 in the appropriate spaces. Number 1 is lowest and number 5 is highest." Instructions were reviewed when the forms were distributed. An area near the exit of the meeting room was designated as a "drop" for the forms to minimize reactivity to

handling by the Teacher Corps Staff.

The ratings are uniformly excellent. The responses were examined by role groups; no pattern of difference were found. Hyde Park faculty, Dumas faculty, Community representatives, and others (including Interns, Facilitators and unidentified respondents) rated the sessions very similarly. The results are contained in the four tables and are, therefore, mean scores of all participants. The range of mean scores was from 3.5 to 4.9. That spread is slightly misleading in that 54% of the mean scores fell between a 4.6 and 5.0 (the highest rating). Thirty-six percent were between 4.0 and 4.5; and, only 10% were between 3.5 and 3.9.

Table 1. The first session rated was an Inclusion - Exclusion Exercise facilitated by the project's Human Relations consultant, John Davis. The main exercise involved a "recruitment" scheme where participants, including Teacher Corps Staff, "applied" for membership in several small groups. The applicants did not know that the selection/rejection decision had been programmed and that the interviews were irrelevant to the decision. Quickly, participants felt the effects of being included or excluded without understanding the criteria or logic of the decision. The ratings reflect the activity level of the participants. Interest Level: 4.1; Usefulness: 4.2; Appropriateness: 4.0; Quality of Presentation and Discussion: 4.5. There were four comments. One, perhaps in response to the fact that time grew short at the end and curtailed discussion, said: "I hope that all of us got a chance to re-evaluate ourselves." Perhaps that person was also thinking of a discussion theme, The ease with

TABLE 1

Teacher Corps Project
Roosevelt University

SUMMER WORKSHOP 1979

Post Meeting Reaction Sheet

Please check or write in your role below:

Hyde Park Faculty 23 Dumas Faculty 5 Community member 3 Other 5

I. Please rate the following sessions by assigning numbers 1 - 5* in the appropriate spaces. Number 1 is lowest and number 5 is highest.

A. Inclusion and Exclusion Exercise - John Davis (Monday)

Interest Level	Usefulness	Appropriateness	Quality of Presentation and/or Discussion
4.1	4.2	4.0	4.5

Comments:

B. Showing and discussion of "Cipher in the Snow" - Staff (Tuesday)

Interest Level	Usefulness	Appropriateness	Quality of Presentation and/or Discussion
4.8	4.4	4.4	4.7

Comments:

C. Cooperation and Competition Exercise - John Davis (Wednesday)

Interest Level	Usefulness	Appropriateness	Quality of Presentation and/or Discussion
4.6	4.5	4.6	4.4

Comments:

D. Work in Small Groups - Staff (Tuesday and Wednesday)

Interest Level	Usefulness	Appropriateness	Quality of Presentation and/or Discussion
3.9	4.1	4.4	3.7

Comments:

II. Suggestions or General Comments:

24

*Note: Scoring instructions originally included a 1 - 3 scale. To make these results consistent with Tables 2 - 4, scores were transformed to a 1 - 5 range.

which we arbitrarily exclude people. A second person thought the length a bit long, but "good in general." A third referred to a ten minute "meditation" period which started the session. This person felt "3.5 minutes would have done it." The discussion following the recruitment scheme preempted direct discussion of the meditation; discussion with participants on the next day revealed there were some feelings that the discussion time allotted did not justify the ten minute meditation. Finally, one person said: "I would like to get on with what we're here for." There were a few task oriented people who felt the opening exercises were an unnecessary prelude to the business of the workshop. The Teacher Corps Staff felt the construction of an open, supportive, and friendly climate made these activities important to the success of more task oriented activities.

The second session included the showing of "Cipher in the Snow." This is an intense motion picture about a boy whose death reveals how little he was noticed by his family, his classmates, and his teachers. A long, intense discussion followed the movie. Interest and investment was very high. The ratings were Interest Level: 4.8; Usefulness: 4.4; Appropriateness: 4.4; and Quality of Presentation and Discussion: 4.7. The discussion following the movie ran for over an hour. Emotional reactions were evident and it was clear that many people were moved. Only three people made written comments. One person thought Cipher was an "excellent film that should be shown at all schools for all faculty members and students." A second person reacted to the discussion by saying, "people started saying what they do and patting themselves on the back.

I think the focus was lost." Several things happened during that discussion. It was slow to start as people took time to shift from the emotional impact to reflecting on it. As they did, a discussion of ways to increase contact with quiet students began. Many people did offer suggestions and many ideas, including mention of successful methods, were made. The third comment was, "I don't feel we are doing what we are here to accomplish." This was made by the same person who criticized the Inclusion - Exclusion activity. Her conception of the objectives of the summer workshop were narrower than those of the Teacher Corps Staff.

The third session rated featured a cooperation - competition exercise called "Prisoner's Dilemma." John Davis led the exercise. The experience involves a series of negotiations and choices made by teams of people. The point of the demonstration is that by cooperating, both teams profit and increase their resources. Competition, on the other hand, engenders distrust, fraud, manipulation, and loss of resources for at least one team. Almost always participants ignore the instructions which specify cooperation as the method to be used and seek to maximize their gain. The ratings were very high. Interest Level: 4.6; Usefulness: 4.5; Appropriateness: 4.6; and Quality of Presentation and Discussion: 4.4. Only one comment was made. That person, referring to the length of the exercise, felt it was "rather long, but good."

Finally, participants were asked to rate their work in their small groups. They had, by this time, been able to work twice as small groups. During the first meeting, the purpose, format, and goals for the small groups were described. As is explained in detail above, the entire Hyde Park faculty had been working in five areas

(Rules & Regulations, Communication, Beliefs and Values, Extra-Curricular Activities, and Record Keeping). The small groups were arranged to be consistent with the faculty effort. The Dumas group was different. In response to national Teacher Corps goals regarding the exceptional child and local emphasis on the improvement of students' motivation regarding reading, the Dumas group was more didactic in nature. Two consultants were hired to lecture and design exercises in these areas. As was stated above, no significant differences were found among the five Hyde Park and Dumas groups. The ratings were Interest Level: 3.9; Usefulness: 4.1; Appropriateness: 4.4; Quality of Presentation and Discussion: 3.7. Two comments were made. A member of the Dumas group praised the "general cooperation, rapport, and friendliness." A member of the Hyde Park Beliefs and Values committee echoed a theme we heard the first few days, "we don't really have a focus. We seem to be unclear about what our topic is." Many people grappled with definitions of their areas. Although these groups had been formed earlier in the year, their directions were not always clearly specified by the beginning of the summer workshop.

The first three days emerge as a great success on all four dimensions. This is confirmed in analyzing the general comments made. One person summed up the staff's purpose in including human relations exercises: "Each exercise helped in making each person feel more comfortable with the group as a whole and I feel this is important with the work we have to do." Other comments followed those above. One person "found the discussion after Cipher in the Snow fascinating." Four people said the "format has been excellent particularly in the absence of boredom," "enjoyed the last three days very much," felt

the "exercises and discussions have proven to be mind-opening" and that the "sessions so far are interesting and informative. Leaders are doing a good job." The human relations exercises and John Davis were praised by three people.

The negative comments reflected those above. One person said "I am not a game lover and did not enjoy Wednesday's (competition-cooperation) exercise." Two people referred to time limitations, one mentioning that time ran out before some people had finished discussing cooperation-competition experience. The other felt that there wasn't enough time during the first small group meeting for the discussion to be effective. Armed with an overwhelmingly positive response, the Teacher Corps Staff moved on to the second week.

Table 2. This table deals with the activities of Thursday and Friday. The original evaluation plan called for semi-weekly evaluations. After the first week, that plan was modified to include weekly evaluations.

Thursday morning Hyde Park teachers worked in small groups while members of the Dumas group toured the Hyde Park Teacher Curriculum Center. Both events led to high ratings. The small group work ratings were: Interest Level: 4.5; Usefulness: 4.6; Appropriateness: 4.6; Quality of Presentation and Discussion: 4.4. Teacher Corps Staff member George Olson was singled out in one person's comment as having been "really helpful."

The Dumas group also gave very positive ratings to their Thursday activity. Interest Level: 4.7; Usefulness: 4.5; Appropriateness: 4.5; Quality of Activity: 4.8. The staff of the Curriculum Center gave the Dumas group a tour of the facilities, equipment and materials

TABLE 2

Teacher Corps Project
Roosevelt University

SUMMER WORKSHOP, 1979

Post Meeting Reaction Sheet

Please check appropriate space or write in your role below:

Hyde Park Faculty 23 Dumas Faculty 4 Community member 4 Other 8

1. Please rate the following session by assigning numbers 1 - 5 in the appropriate spaces. If there is an activity listed which you did not participate in, leave blank or write in "NA" for not applicable. A rating of 5 is the highest rating possible, a rating of 1 is the lowest.

A. Work in small groups - (Thursday morning)

Interest Level	Usefulness	Appropriateness	Quality of facilitation and/or discussion
4.5	4.6	4.6	4.4

Comments:

B. Visit to Teacher Curriculum Work Center (Dumas Faculty, Thursday morning)

Interest Level	Usefulness	Appropriateness	Quality of Activity
4.7	4.5	4.5	4.8

Comments:

C. Presentation on Exceptionality and Mainstreaming - (Friday morning)

Interest Level	Usefulness	Appropriateness	Quality of Presentation/Discussion
4.6	4.7	4.7	4.7

Comments:

D. Work in small groups - (Hyde Park faculty by choice, Friday morning)

Interest Level	Usefulness	Appropriateness	Quality of Facilitation/Discussion
4.2	4.3	4.4	4.2

Comments:

E. Feedback from small groups - (Friday morning)

Interest Level	Usefulness	Appropriateness	Quality of Activity
4.6	4.5	4.6	4.6

Comments:

II. General Comments: (Use back if necessary)

and then invited them to construct materials for their classrooms. Enthusiasm was high, individuals worked past the workshop's scheduled quitting time and left with at least one learning tool apiece.

Friday morning was divided into two portions. During the 1st half, Dr. Kenneth James addressed the Dumas group and any Hyde Park committees that were interested in the Exceptional Child and Mainstreaming (An edited version of his remarks is found in Pages 9-12). Other Hyde Park groups continued to work in their small group formats. Finally, there was a sharing session where each committee from Hyde Park and the group from Dumas presented to the assembled participants their plans and progress. As Table 2 shows, all three sessions were positively evaluated.

Dr. James' comments received unanimous praise from the seven people who wrote comments. "Excellent" comments came from two Hyde Parkers. Two Dumas faculty said it was "very informative" and "dynamic." One intern referred to it as a "wonderful lecture."

Three people commented on the Friday feedback session. A community representative said that "everything was very enjoyable." A Dumas teacher expressed the "wish there could have been more time to hear more." And a Hyde Parker suggested that Project Director "Dr. Melnick might try to quickly summarize all the work after the presentations." It was pleasant to note that interest and conversation were evident and lively.

The general comments support the interpretation made of the first three days - a very successful week. The ten comments fall into three areas. The first is represented by two people, one of whom

said "Ken James prepared a stimulating presentation." The second, from five Hyde Parkers, is represented by this, "I feel that this workshop has gotten off to an excellent, well-organized, enthusiastic beginning." Finally, two Hyde Parkers, looking to the school year said, "I certainly hope that all of the wonderful ideas presented will become policy."

Table 3. The second week of the summer workshop emphasized small group work. On Monday, Tuesday, Wednesday, and Friday, activity was focused in the six small groups. As Table 3 shows, this task orientation and specific focus on the development of action plans for Hyde Park and the delivery of information and skills to the Dumas group was very well received. Items A,B,C, and F show very high ratings. The range of mean scores on all dimensions is from 4.4 to 4.7, very consistent and very positive.

On Thursday, July 19th, presentations were made by the Team Leader and Interns on CMTI (Corps Member Training Institute) and by Community Council members on their activities and goals. The Team Leader and Interns attended an intensive three week training program (four weeks for the Team Leader) in San Diego in June. The goal of their presentation was to familiarize the workshop participants with the Interns and Team Leader and for them to describe and reflect on the learning experience (A more detailed description of that report is included above on pp. 13-17). Their presentation was accepted as well prepared and interesting. The scores also indicate that participants felt it was useful and appropriate.

Item E asked for ratings on a presentation by the Community Council. One of the explicit goals of the summer workshop was to

TABLE 3

Teacher Corps Project
Roosevelt University

Summer Workshop, 1979

Post Meeting Reaction Sheet

Please check or write in your role below:

Hyde Park Faculty 24 Dumas Faculty 5 Community member 3 Other 7

I. Please rate the following sessions by assigning numbers 1 - 5 in the appropriate spaces. Number 5 is the highest, and number 1 is the lowest rating.

A. Work in small groups: Monday, July 16

Interest Level	Usefulness	Appropriateness	Quality of Presentation and/or Discussion
4.6	4.6	4.5	4.7

Comments:

B. Work in small groups: Tuesday, July 17

Interest Level	Usefulness	Appropriateness	Quality of Presentation and/or Discussion
4.6	4.7	4.5	4.5

Comments:

C. Work in small groups: Wednesday, July 18

Interest Level	Usefulness	Appropriateness	Quality of Presentation and/or Discussion
4.6	4.4	4.4	4.4

Comments:

D. Presentation by the Team Leader and Teacher Corps Interns on CMTI: Thursday, July 19

Interest Level	Usefulness	Appropriateness	Quality of Presentation and/or Discussion
4.3	3.6	3.9	4.1

Comments:

E. Presentation by Community Council: July 19

Interest Level	Usefulness	Appropriateness	Quality of Presentation and/or Discussion
4.9	4.5	4.6	4.5

Comments:

actively include representatives of the community. This was done in two ways. First, four members of the community council were regular members of the workshop and assigned to the small groups from Dumas and Hyde Park. Secondly, a portion of a large group session on July 19th was turned over to the Council. Their activity is described above. The ratings they received were among the highest for any session: Interest Level: 4.9; Usefulness: 4.5; Appropriateness: 4.6; Quality of presentation and discussion: 4.5.

Finally, on Friday, July 20, a feedback session was organized to allow the small groups members to share their progress with their colleagues. Again scores are very positive: Interest Level: 3.9; Usefulness: 4.6; Appropriateness: 4.7; Quality of Presentation and Discussion: 4.6. Workshop organizers believed that a sharing of ideas was important. At this point, the end of the second of the summer workshop's three weeks, ideas in the small groups were beginning to crystallize into committee reports. Airing those directions and discussing proposals with the other teachers and Teacher Corps Staff allowed for increased clarity and unanimity. One of the interesting dialogues that occurred was between Hyde Park teachers on the one hand and Dumas teacher and Community representatives on the other. A sharing of experiences and explorations of similarities and differences formed the committees' products.

The general comments and suggestions were few in number. Two were specific suggestions. One Hyde Park teacher suggested that "cross-group 'fertilization' would be a good idea." Coming on the heels of the discussion of a committee's work, that seemed like a well taken suggestion. Another Hyde Parker said "We have really covered a lot of material and have to organize it. I wish we had

received the project work sheet in the beginning." This referred to a planning tool passed out for the small groups to use. It had not been passed out early for fear of narrowing perspectives prematurely. A facilitator suggested that "there may be a few too many days for small group work; more than is really needed for the task at hand." One of the Interns felt "that the Dumas Group objectives are dealing too much with theory and not enough with task oriented staff." The staff struggled continuously with this issue. Resources available during the summer allowed for a more didactic format for Dumas. Action planning was postponed to the formation of a Cadre in the fall. Finally, there are three more comments. From a community representative, "the entire week has been a success." From a Hyde Park teacher, "It's great - so helpful." And from a Dumas teacher, "Another enjoyable, informative week."

Table 4. Table 4 was used to solicit summative data on the workshop experience. It was also used as a follow-up to check on participants' retrospective responses to first week activities. The first item, A, asked participants to rate the small group work over the three weeks. The responses were very high, a 4.7 in each of the four areas. Since work in the small groups was the predominant arrangement, this reaction is rewarding. The second item, B, asked participants to rate the Friday feedback sessions from the small groups. The range of mean scores was 3.9 to 4.3. These scores are lower than those in Tables 2 and 3. Perhaps in retrospect their importance didn't feel as great as they did during the formative stages of committee reports.

The third item, C, asked for ratings on seven sessions. The

TABLE 4

Teacher Corps Project
Roosevelt University

SUMMER WORKSHOP, 1979

Post Workshop Reactions

Please check or write in your role:

Hyde Park Faculty 23 Dumas Faculty 4 Community member 2 Other 5

I. Please rate the following by assigning numbers 1-5 in the appropriate spaces. Number 5 is the highest, and number 1 is the lowest.

A. Rate generally the work in your small group over the past 3 weeks.

Interest level	Usefulness	Appropriateness	Quality
4.7	4.7	4.7	4.7

B. Rate generally the Friday feedback sessions from small groups.

Interest level	Usefulness	Appropriateness	Quality
3.9	4.1	4.3	4.2

C. In retrospect, rate the following sessions:

1) Inclusion and Exclusion activity of first day

Interest Level	Usefulness	Appropriateness	Quality
4.4	4.3	4.3	4.5

2) Film: "Cipher in the Snow" and discussion

Interest Level	Usefulness	Appropriateness	Quality
4.7	4.5	4.6	4.5

3) Cooperation and Competition exercise: The Prisoner's Dilemma

Interest Level	Usefulness	Appropriateness	Quality
4.5	4.3	4.4	4.5

4) Presentation by Ken James: Exceptionality and Mainstreaming

Interest Level	Usefulness	Appropriateness	Quality
4.1	4.6	4.7	4.7

5) Report by Interns on CITI experience in San Diego

Interest Level	Usefulness	Appropriateness	Quality
3.7	3.5	3.8	4.2

6) Presentation and Discussion by Community Council

Interest Level	Usefulness	Appropriateness	Quality
4.8	4.4	4.6	4.2

7) Presentation and discussion about perception

Interest Level	Usefulness	Appropriateness	Quality
4.1	3.9	4.0	4.2

II. Please describe briefly what was for you the most valuable activity and least valuable activity of the workshop.

A. Most valuable - (See Table 5)

B. Least valuable - (See Table 5)

III. Check any of the following which you consider to have been strengths or weaknesses of the workshop.

	Strength	Weakness
A. Relevance of content	34	0
B. Interaction with participants	35	0
C. Time for questions/discussions	27	5
D. Facilities (Kenwood, King Room, etc.)	33	0
E. Availability of Coffee/Tea	33	1
F. Other (please specify)		
_____	_____	_____
_____	_____	_____

F. Work in small groups: July 20

Interest Level	Usefulness	Appropriateness	Quality of Presentation and/or Discussion
4.7	4.7	4.6	4.6

Comments:

G. Feedback Session from Small Groups: July 20

Interest Level	Usefulness	Appropriateness	Quality of Presentation and/or Discussion
3.9	4.6	4.7	4.6

Comments:

Additional General Comments or Suggestions:

IV. Please rate the workshop overall:

1 Very Poor	2 Poor	3 Satisfactory	4 Good	5 Very Good
0	0	1	8	25
0%	0%	3%	23%	74%

scores are very similar to those reported on Tables 2 and 3 and will, therefore, not be discussed again in detail. Notice should be taken, however, of the importance of a stable score. The human relations experiences and information sharing sessions not only provided immediate gratification (as represented by the scores on the post meeting sheets distributed within a few days of the session) but apparently are positively evaluated in a larger frame of reference.

Item II asked participants to identify the "most" and "least" valuable activity of the workshop (see Table 5). Of the thirty-five responses for most valuable activity, twenty-two (63%) identified small group work. Comments referred to the discussion the small group format allowed, working for common goals, being able to express one's opinion and be heard, having time to work through the task, and having a potential impact. The item next often mentioned was "Prisoner's Dilemma," the cooperation-competition exercise, mentioned by four people. Items mentioned by less than four people are in Table 5.

No one item stands out in the list of "least valuable" activity. The perception exercise was mentioned by five people, the Friday feedback sessions by four more. The Friday sessions were criticized for allowing people to subject others to their "gripes." Seven other activities were mentioned by three people or less and are listed in Table 5.

Item III asked participants to indicate whether five components of the workshop were strengths or weaknesses. The responses were:

	Strength	Weakness
A. Relevance of Content	34	0
B. Interaction in Participants	35	0
C. Time for Questions/ Discussions	27	5
D. Facilities (Kenwood, King Room, etc.)	33	0
E. Availability of Coffee/ Tea	33	1

Item IV asked for suggestions for possible further workshops. There were twenty-five responses that fall into six groups. Four people recommended that administrative personnel from the site schools be present. They felt their presence in the problem solving phase would aid the implementation of the proposals. Four participants felt more direction would have been beneficial in keeping the small group members focused on their tasks. Four people requested more cross-group interaction to allow information sharing and input into the group products. Three people suggested more interaction between the Dumas and HPCA faculties. Seven people recommended specific content areas for future workshops: Multicultural education (3), Career education (2), and Human relations training (2). Finally, three participants made positive statements indicating they would like to participate in future conferences of this kind.

The last question asked participants to "rate the workshop overall." Their responses were very positive.

1	2	3	4	5
Very Poor	Poor	Satisfactory	Good	Very Good
0	0	1	8	25
0%	0%	3%	23%	74%

The 74% responding very good is gratifying. A rating of good or very good from 97% is testimony to a productive and enjoyable workshop. There were no dissenting views.

TABLE 5

Most Valuable Activity		Least Valuable Activity	
1. Small Group Work	n=22	1. Perception Exercise	n=5
2. Prisoner's Dilemma	n=4	2. Friday Feedback	n=4
3. Exceptional Child Lecture	n=3	3. Inclusion-Exclusion	n=3
4. Cipher in the Snow	n=2	3. Exceptional Child Lecture	n=3
4. Perception/Communication Exercise	n=2	5. CMTI Report	n=2
6. CMTI Presentation	n=1	6. Community Council Presentation	n=1
6. Community Presentation	n=1	6. Prisoner's Dilemma	n=1
		6. Too much facilitating	n=1
		6. Meditation Exercise	n=1

Discussion and Summary

Three weeks is not a long time. Six months before the workshop it looked like a very long time. As it turned out, the time was probably just right. The teachers who attended were bright, exciting, interested teachers. They were full of ideas and suggestions. They worked quickly and productively. With an agenda of five topic areas, the Hyde Park teachers made problem statements, came to common definitions, and formulated action plans. With their experience, the Dumas faculty took the information presented by Dr. James and Ms. Harmon and suggested learning and teaching applications to the interns and each other.

Teachers from Hyde Park and Dumas got a chance to meet each other. The interns and team leader made many acquaintances that have helped their integration into the schools. The Core staff built up a series of liaisons that have been useful in many ways. There is a group of teachers at each school who can identify their colleagues at the other. There is a nucleus of teachers who have a better understanding of Teacher Corps and who have had a positive experience with Teacher Corps.

There were some lessons learned. Efforts will be increased to secure administrative representation from site schools before next summer's workshop. This means not only cursory attendance to be supportive but, as much as possible, day-to-day participation in the formulation of problem-definitions and action plans. Additional time should be allowed for the Hyde Park faculty to react to their colleagues' work. This might be facilitated by duplicating and circulating more frequently reports in their formative stages. There are also cross-school-community goals that are important to teachers and community members. It might be worthwhile to probe for these concerns during the 1979-80 school year at each of the cadres and in the

Community Council and devote more attention to their articulation issues.

In sum, the formal evaluations and anecdotal information indicates it was a successful workshop. Core staff goals were met, perhaps exceeded. The epilogue reports indicate the participants' goals as represented by their committee reports have been in most respects successfully implemented.

Epilogue: Follow-up at HPCA

Within two weeks after the close of the workshop, the Director met with the Principal of Hyde Park Career Academy, Weldon Beverly, to give him a preliminary written report of the work and recommendations of the five Hyde Park subcommittees. In the two hour conversation which ensued, Mr. Beverly approved without reservation the recommendations of four of the five subcommittees--Beliefs and Values, Recordkeeping, Rules and Regulations, and Extra-Curricular Activities--but expressed some reservations about some of those proposed by the Communications Committee. However, he asked to reserve final judgment on this Committee's work until the new school year started when he could consult with his administrative staff.

It was suggested to him that Teacher Corps staff members and at least one member of each subcommittee be enabled to make brief reports at Orientation Day, Tuesday, September 4, 1979 when the faculty would be assembled for its opening session and when there were to be no students present. This was to be followed by 45 minute sessions for the entire faculty organized in one-fifth segments by membership on the subcommittees which had worked on school climate briefly during the spring semester, 1979.

Meanwhile Teacher Corps offered to duplicate enough copies of all of the reports and recommendations to provide each faculty member with a set of them. Those who had participated in the summer workshop were to be mailed a set while the rest of the faculty would receive their copies at the Orientation Day meetings. These procedures were approved by the Principal and were followed through.

The proceedings of the summer workshop were duplicated and copies mailed in advance to summer workshop participants and the Principal.

The Project Director, Curtis C. Melnick, and the assistant director, George Olson, attended the opening session of the Orientation day activities

in the Hyde Park Career Academy lunchroom promptly at 8:00 A.M. on Tuesday, September 4, 1979. After the Principal made a few brief remarks, the Director was asked to chair the rest of the session.

The Director explained to the assembled faculty what had transpired during the summer workshop and then indicated that a brief report was going to be made by a representative of each subcommittee. While this was going on, George Olson arranged to distribute copies of the reports to all of the assembled faculty.

In turn, Denise Miller of the Extracurricular Activities subcommittee, Lucille Hale of the Beliefs and Values subcommittee, Jay Mulberry of the Communications subcommittee, Jane Ogrodnik of the Rules and Regulations subcommittee, and Betty White of the Recordkeeping subcommittee spoke briefly and outlined the accomplishments of their respective subcommittees and highlighted the recommendations.

Following this session, the Principal indicated the controversial nature of the Communications subcommittee's report, and indicated that the entire faculty was to report to five meeting places later that morning for further discussion by other faculty members about the recommendations. The five members at the Summer Workshop from each subcommittee were to become a panel leading the rest of the faculty in this discussion. The Director attended the Communications subcommittee session, and George Olson rotated among the other four. Attendance at these five sessions was about 80% of what was expected, but enough attended to ask questions and make further recommendations at each session.

It was further indicated at the opening Orientation Day session that implementation of the recommendations would take place as soon as possible in the following order: Rules and Regulations, Recordkeeping, Communications, Extra-Curricular Activities, and Beliefs and Values with most of the items

suggested by the first two committees to be implemented during the first week of school. This did happen. Also it was indicated that the Hyde Park cadre was being formed to consist of administrators, experienced teachers, a Community Council member, the four interns, and Teacher Corps staff members to meet biweekly to discuss methods of ensuring the carrying out of the recommendations of the Summer Workshop.

Although it was hoped that recommendations would be carried out quite speedily as soon as the semester began, it turned out that the time schedule was delayed by a series of events beyond anyone's control. Both the Director and Assistant Director went on brief vacations, the Principal was absent from school during the funeral of his mother, and the cadre was delayed in formation from mid-September to early October.

However, a recordkeeping inservice workshop was organized first for teachers new to the school and later at a faculty-wide half-day inservice session in October for most of the experienced teachers. This has resulted in more security for important student records and more compliance with standard and prompt recordkeeping procedures.

Flyers were sent home to all parents of students at the school announcing new attendance, tardiness and wearing of ID badge procedures during the first seven days of school. A detention center for chronic offenders of the rules was put into practice for operation during the first and last periods of the school day at the beginning of the third week of the semester.

The recommendations of the Extracurricular Activities subcommittee are slowly being put into effect as are those from the Beliefs and Values subcommittee. Members of the latter group are compiling personal histories of little known facts and talents of the Hyde Park faculty to be assembled into a booklet and are working on more social integration of the faculty.

Some of the Communications subcommittee's recommendations were adopted

without hesitation including the posting of duty rosters for the entire faculty to inspect and the advertising of administrative and semi-administrative position vacancies throughout the school. The Principal and his staff indicated that the language of the subcommittee's report seemed a bit imperative in tone.

Therefore, the first two meetings of the Hyde Park cadre were devoted to "toning down" the language considered offensive by the Principal and to soften some of the recommendations. A productive meeting was arranged with the Principal and the five subcommittee members in which mutual understandings were reached.

The recommendations pertaining to classroom visitation and efficiency ratings of teachers have proved to be those looked upon by the Principal and his staff with least favor. At this writing, the Principal has made some gesture of response by indicating to department heads how these procedures might be slightly modified in deference to the Committee's recommendations, but he has insisted, as is his right, that these two areas are the prerogatives of the administrator. This attitude is bolstered by the policy of the central office staff of the Chicago Public Schools.

During October, November, and December, 1979 Hyde Park cadre meetings have been devoted to ways of furthering more complete implementation of the summer workshop recommendations and to discuss ways of implementing the Principal's request that all teachers--class and division or home room--make telephone calls to homes of pupils who are absent or who are tardy frequently, or who cut class frequently. The Community Council in keeping with its objectives this year has been asked to recruit parents and other adult members of the community to become assistants to the division teachers, or at the least to assist the Attendance Office in carrying out this policy, which all agree is necessary for a more orderly school and for secondarily improving

the instructional program by ensuring that students come to class regularly, on time, and prepared for daily class work.

It has been observed and remarked upon that the Hyde Park Career Academy corridors throughout the day are much freer of hangers-on and students than they have been in several years and that the percent of attendance at school has increased at least two to three percentage points. These gains can be attributed directly to the participation by Hyde Park staff members in the summer workshop when they concentrated on improving school climate, and in turn, their convincing their fellow staff members who were not workshop participants that their cooperation was needed for a more orderly school.

Thus the summer workshop was not only successful at the time it was taking place, but has led to improving school climate at the school and will, no doubt, lead to the institutionalization of several recommendations of the workshop.

Epilogue: Follow-up at Dumas

Following the summer workshop, plans were made to recruit members of the Dumas faculty and a representative from the Child-Parent Center for the Dumas cadre. Eliot Asser of the Roosevelt University Teacher Corps staff was appointed the Cadre facilitator. Seamen Peltz, the principal of Dumas, solicited members for the cadre from teachers who had been active on the task force during the 1978-79 school year and from those teachers who participated in the summer workshop.

The Cadre members from Dumas are Paul Spencer, Beverly Johnson, Brenda Campbell Bateast, Margaret Grey, Arlene Alexander, Patricia Kyle, and Mamie Manuel. The representative from the Child-Parent Center is Jessie Lucas. Mrs. Leola Moore is the representative of the Community Council. In addition, the interns, Michael Coleman, Janice Hutson, Susan Kaufman, and Mark Teachout are members as is their team leader, Jacqueline Crook.

The Cadre started by reviewing the needs assessment that was done last year (see Technical Report #15, Research and Development Center, Roosevelt University). Attention focused on the creation of a Teacher Resource Center. As conceived of thus far, the Resource Center would be composed of materials from three sources: (1) Ideas, materials, techniques, and bibliographies that teachers have found useful; (2) Materials purchased on the recommendation of teachers thru Teacher Corps ; (3) Materials donated by publishers. There are many issues and points of strategy that the cadre is still working on. At the time, the cadre is progressing in small groups divided into Primary, Intermediate and Upper levels to identify skills and skill areas that are especially deserving of attention.

At the same time, the cadre is considering how it can involve the other teachers in the school, where the permanent home of the Resource Center will be, materials that may be available in book storage rooms, and plans for in-

suring the survival of the Resource Center after the Teacher Corps project leaves Dumas (institutionalization).

Followup at Community Council

Four members of the Community Council had been assigned to be regular participants in the Summer Workshop: Verna Benson, Vera Brown, Leola Moore, and Nancy Dozier. This last person was not technically a member of the Community Council. However, no other members of the Community Council could attend the summer workshop and since she was slated to be the incoming Dumas Local School Council President, it was felt that she would be an appropriate representative for the Community Council.

Benson and Brown were assigned to the sessions involving Hyde Park Career Academy teachers. Specifically, Benson became a member of the Extra-Curricular subcommittee and Brown a member of the Rules and Regulations subcommittee. However both ladies also served as resource personnel for the community to the Communications subcommittee as well. Moore and Dozier were assigned to sessions involving the Dumas cadre.

All four women were active participants in their respective groups and contributed much to the discussion. At one large group session when the activities of the Community Council were described in detail to the entire group, the President of the Council, Mary Robinson, was present and talked effectively on that subject.

Both the Rules and Regulations and Communications subcommittees soon realized the value of parent participation if any progress was going to be made in improving school climate at the Hyde Park Career Academy. Hence it soon became their posture that not only were parents to be welcomed to the school, but that it was essential for as many parents to become informed about the high school and its activities as possible and for a core group to become actively involved.

In line with the goals of the Community Council and with the objectives of the two subcommittees of Hyde Park, the following goals for parents and

other community participants were agreed upon:

1. It would be most desirable if assistants to division (home room) teachers at Hyde Park Career Academy could be enlisted to help these teachers with home contacts and followup on attendance and punctuality of their division students. Other parents were to be enrolled for volunteer assistance in the Ameloriation (Attendance) center. This meant that the Community Council was to work hard to enlist approximately 90 to 100 parents to perform these vital functions.
2. It would be very desirable if room mothers were enlisted to help each classroom at Dumas Elementary School to provide another pair of hands to help teachers, particularly in the lower grades, with the taking off and putting on of outer wraps in the cold season, distribution of instruction materials, accompanying children on educational tours or field trips, helping with children's birthday celebrations, and the like.

Benson, Brown and Moore were requested to bring this program to the regular meetings of the Community Council which were to start in late August and early September. The Community Coordinator, Samuel C. Davis, who was a resource consultant to the summer workshop, also knew of this program and promised to boost it at the meetings of the Community Council.

The goal really boiled down to finding parents who had the time and energy to volunteer for these tasks and to convince them to help the schools including their own children.

At the first meeting of the Community Council, the subject was discussed thoroughly and the following plan of action was adopted. Each of the nine members of the Community Council who regularly attended its meetings would be responsible for working as coordinator for ten divisions at Hyde Park. A flyer was prepared telling about the program and including a space at the bottom for

parents to enroll as assistants to the division teachers. The flyers were to be handed to students in divisions with the instructions that they be taken home and given to parents.

Unfortunately, too many division teachers did not distribute the flyer to division students. Furthermore, the flyer was not well written, and what seemed to have been overlooked was the fact that high school students are not prone to bring any kind of materials, including in many instances reports of student progress in courses, to their parents.

Thus, the flyer only attracted 20 to 30 responses out of several hundred printed.

The Community Council will decide soon on preparing a better written flyer and mailing it at Teacher Corps Project cost to homes of parents so as to distribute more widely the message that parents are desired to come to Hyde Park Career Academy not only to visit with their children's teachers, but also to assist in effecting a better school climate.

The establishment of Room Mothers at Dumas School has not yet been implemented.

APPENDIX

I. Format for Work in Small Groups

The major goal of small groups is to obtain and generate information and activities that will in some way improve instruction at Hyde Park and Dumas. Small groups will work on identified problems and concerns of their particular school situations. The work of the groups is viewed as preparatory for action in the schools this fall. Thus, a significant portion of the activities of the workshop will involve planning what will be carried out in the fall and how it will be carried out.

To assist small groups in their discussion and planning, each group will have assigned to it a facilitator. Facilitators are Teacher Corps staff persons whose role is to assist the groups in carrying out their tasks. Facilitators will participate with their group, acting both as resource and catalyst.

In order to clarify the work of the groups, instructions have been provided concerning procedures and requirements of small groups. Since Teacher Corps mandates detailed documentation of all Teacher Corps functions, participants are asked to keep records, and sessions will be periodically evaluated. Each facilitator will distribute the instructions for the small groups.

II. Procedures and Requirements - Instructions for Small Groups.

A. Each day's activities should be undertaken with some plan of what will be accomplished. Take time at the beginning of each day to set down in writing what the group intends to accomplish that day.

B. Select a recorder for days on which small groups meet. It will be the responsibility of the recorder to take minutes (notes) of the major activities and accomplishments for that day. For example, what important information was shared, what activities were undertaken and what occured, what decisions were made? These notes are to be summarized into no more than two pages and submitted for duplication before the small group meets again. These notes will then be distributed to each group member and to the facilitator. From the notes, the plan for the next day will be made. Ditto masters are available if needed. The recorder should be a different group member each day.

C. Each Friday, every small group will give a short presentation to the large group concerning what their group has been working on and what they have accomplished and intend to accomplish. There will be some opportunity for questions and discussion. Each presentation is from 3 to 5 minutes in length. It should be decided well in advance of Friday who will present the report to the large group.

III. Periodically, forms will be passed out affording participants the opportunity to evaluate the sessions they have participated in. At the end of the workshop, a final summative evaluation form will be distributed for participants' assessment of the entire workshop.

I. Work Goals for Small Group (Hyde Park)

Week #1

1. Each group will be working on one specific aspect of school climate (Rules and Regs, Communication Structure, etc.). Define what is meant by school climate with respect to the specific area being addressed, construct an operational definition that will relate to the generally accepted definition of school climate.

2. Describe the area of climate being addressed: Example: Communication
   a. How do persons or groups communicate at Hyde Park?
   b. What are the informal and formal methods of communication used?
   c. What are the strengths and weaknesses of the communication structure as it presently exists?

Week #2

3. Develop/Select instruments and or other methods for assessing the area of school climate being addressed.
   a. Review commonly used instruments in order to choose relevant items.
   b. Develop items and select methods for collecting information about the area being addressed.
   c. Determine the extent of information needed and make plan to gather that information.

4. Identify specific aspects of climate to be evaluated and decide how they will be evaluated.

5. Construct comprehensive plan of action to improve these specific aspects of climate.
   a. Who will be involved, how will they be involved, whose interests need to be taken account of?
   b. What are the objectives of the plan?
   c. What activities will be implemented to satisfy each of the objectives?
   d. How will the activities be organized and implemented?
   e. How will the activities be evaluated in order to determine whether or not objectives have been satisfied or not?

Week #3

6. Develop a Policy statement for the school concerning the area of climate being addressed: an ideal to strive for, a statement of "shoulds."

7. How can the plan be implemented? What needs to be done in order to make the plan work?
   Promotion needs
   Personnel needs
   Resources needed
   Time Frame for activity completion
   Feasible evaluation scheme

IV. Content of Workshop: Improving students' reading and writing skills. (Dumas)

Week #2

A. Diagnosing reading problems in students and prescribing activities and experiences for those students to solve these problems:
   1. Techniques of diagnosis.
   2. Successful approaches to treatment (What to try).
   3. Realistic methods of solving identified problems in the classroom.

B. Individualizing instruction for the topics of reading and writing:
   1. Defining a useful definition (operational definition) of individualized instruction, one that will work for our situation.
   2. Developing strategies for individualization (How can we individualize our own classroom teaching?).
   3. Determining the resources needed for enhancing reading and developing ways of obtaining them.

Week #3

C. Motivating students to read:
   1. Developing innovative approaches to motivating students to read (individual, class, and schoolwide).
   2. Explore feasibility of establishing or enhancing Reading Resource Centers in classrooms which could be used by small groups or by individual students.

The following story by Jean E. Mizer was chosen for the $1,000 first prize in the Teachers' Writing Contest in the April, 1964 NEA Journal.

CIPHER IN THE SNOW

It started with tragedy on a biting cold February morning. I was driving behind the Milford Corners bus as I often did on snowy mornings on my way to school. It veered and stopped short at the hotel, which it had no business doing, and I was annoyed as I had to come to an unexpected stop. A boy lurched out of the bus, reeled, stumbled, and collapsed on the snowbank at the curb. The bus driver and I reached him at the same moment. His thin, hollow face was white even against the snow.

"He's dead," the driver whispered.

It didn't register for a minute. I glanced quickly at the scared young faces staring down at us from the school bus. "A doctor! Quick! I'll phone from the hotel...."

"No use. I tell you he's dead." The driver looked down at the boy's still form. "He never even said he felt bad," he muttered, "just tapped me on the shoulder and said, real quiet, 'I'm sorry, I have to get off at the hotel.' That's all. Polite and apologizing like."

At school the giggling, shuffling morning noise quieted as the news went down the halls. I passed a huddle of girls. "Who was it? Who dropped dead on the way to school?" I heard one of them half-whisper.

"Don't know his name; some kid from Milford Corners," was the reply.

It was like that in the faculty room and the principal's office. "I'd appreciate your going out to tell the parents," the principal told me. "They haven't a phone and, anyway, somebody from school should go there in person. I'll cover your classes."

"Why me?" I asked. "Wouldn't it be better if you did it?"

"I didn't know the boy," the principal admitted levelly. "And in last

year's sophomore personalities column I know that you were listed as his favorite teacher."

I drove through the snow and cold down the bad canyon road to the Evans place and thought about the boy. "Cliff Evans. His favorite teacher!" I thought. He hasn't spoken two words to me in two years! I could see him in my mind's eye all right, sitting back there in the last seat in my afternoon literature class. He came in the room by himself and left by himself. "Cliff Evans," I muttered to myself, "A boy who never talked." I thought a minute. "A boy who never smiled." I never saw him smile once.

The big ranch kitchen was clean and warm. I blurted out my news somehow. Mrs. Evans reached blindly toward a chair. "He never said anything about being ailing."

His step-father snorted. "He ain't said nothing about anything." Mrs. Evans got up, pushed a pan to the back of the stove and began to untie her apron. "Now hold on," her husband snapped. "I got to have breakfast before I go to town. Nothin' we can do now anyway. If Cliff hadn't been so dumb, he'd have told us he didn't feel good."

After school I sat in the office and stared at the records spread out before me. I was to close the file and write the obituary for the school paper. The almost bare sheets mocked the effort. Cliff Evans, white, never legally adopted by his step-father, had five young half-brothers and sisters. These meager strands of information and the list of D grades were all the records had to offer. Cliff Evans had silently come in the school door in the mornings and gone out the school door in the evenings, and that was all.

He had never belonged to a club. He had never played on a team. He had never held an office. As far as I could tell, he had never done

one happy, noisy kid thing. He had never been anybody at all.

How do you go about making a boy into a zero? The grade school records showed me. The first and second grade teachers' annotations read "sweet, shy child"; "timid but eager." Then the third grade note had opened the attack. Some teacher had written in a good, firm hand, "Cliff won't talk." "Uncooperative. Slowlearner." The other academic sheep had followed with "dull"; "slow-witted"; "low I.Q." They became correct. The boy's I.Q. score in the third grade had been 106. The score didn't go under 100 until the seventh grade. Even shy, timid, sweet children have resilience. It takes time to break them.

I stepped to the typewriter and wrote a savage report pointing out what education had done to Cliff Evans. I slapped a copy on the principal's desk and another in the sad, dog-eared file. I banged the typewriter and slammed the file and crashed the door shut, but I didn't feel much better. A little boy kept walking after me, a little boy with a peaked, pale face; a skinny body in faded jeans; and big eyes that had looked and searched for a long time and then had become veiled.

I could guess how many times he'd been chosen last to play sides in a game, how many times he hadn't been asked. I could see and hear the faces and voices that said over and over, "You're dumb. You're a nothing Cliff Evans."

A child is a believing creature. Cliff undoubtedly believed them. Suddenly it seemed clear to me: when finally there was nothing left at all for Cliff Evans, he collapsed on a snowbank and went away. The doctor might list "heart failure" as the cause of death, but that wouldn't change my mind.

We couldn't find ten students in the school who had known Cliff well enough to attend the funeral as his friends. So the student body officers and a committee from the junior class went as a group to the church, being politely sad. I attended the services with them, and sat through it with a lump of cold lead in my chest and a big resolve growing through me.

I've never forgotten Cliff Evans nor that resolve. He has been my challenge year after year, class after class. I look up and down the rows carefully each September at the unfamiliar faces. I look for veiled eyes or bodies scrounged into a seat as if in an alien world. "Look, kids," I say silently, "I may not do anything else for you this year, but not one of you is going to come out of here a nobody. I'll work or fight to the bitter end doing battle with society and the school board, but I won't have one of you coming out of here thinking himself into a zero."

Most of the time--not always, but most of the time--I've succeeded.

Teacher Corps Project
Roosevelt University

Summer Workshop, 1979

AGENDA

Monday, July 9

8:40 (a.m.)	I.	Coffee and rolls
9:00	II.	Introduction and Overview (Curtis Melnick)
		A. Goals of Teacher Corps
		B. Arrangements and Procedures
		C. Staff Introduction
9:30	III.	A Social Systems Model: Application to the School Environments (Henrietta Schwartz)
10:00	IV.	Inclusion and Exclusion (John Davis)
11:55	V.	Wrap-up (Curtis Melnick)

Reports of Hyde Park Subcommittees

Records and Record Keeping Teacher Corps Group

Committee Members:

Diane Friedman
Rhonda Berrow
Betty White
Irene Latham
Eileen Ryan
Elenor Peterson

July 27, 1979

Records and Record Keeping

Policy Statement: We, the School Records Committee, have met and discussed the problems with record keeping. The following have influenced record keeping procedures:

a) Teacher turnover
b) Increased enrollment
c) Diversity of record keeping procedure among faculty
d) New semester policy
e) Lack of knowledge of records kept in the school and persons responsible
f) Lack of records security
g) New record forms
h) No training programs
i) No space for registrar
j) Temporary staff in control of division and records
k) Divisions containing all demotes
l) No school-wide registration procedure

The improvement of school records will have a positive effect on school climate. To fulfill this goal, the following objectives have been developed:

a) To inform every teacher of records kept in the school and persons responsible
b) To standardize record keeping procedures
c) To make records secure
d) To provide adequate space for registrar
e) To involve non-division staff in record keeping as volunteer resource persons
f) To institute a special schedule day in the third week with division at the beginning and end of the day to distribute and collect signed programs containing all program changes. Students not complying must have parent conference.
g) To institute new registration and program change procedures during the first week of school following a special schedule.

These objectives have been formulated in the hope that, with the participation of the entire faculty, a better school climate will result, raising the morale of students and staff. In order to accomplish many of these goals an in-service has been allocated within the first two months of school.

Helpful Hints for Keeping Student Records

1.

ENTERED CLASS

2.
ABSENT

3.
TARDY

4.

CUT

5.
EXCUSED ABSENCE
(SCHOOL ACTIVITY)

6.

REINSTATEMENT SIGNED

7.
ENTERED FROM ANOTHER CLASS

8.

LEFT SCHOOL

9.
LEFT CLASS

10.

REENROLLED
(SECOND SEMESTER)

1. No marks until student enters for the first time. (E)
2. Suggest X not be included in absence tally.
3. Indicate where student went or came from on first page for *e* or *l*. (Send grades, attendance, etc., to receiving teacher.)
4. Use RE at second semester as student enters class.

PROJECT WORK SHEET: Planning

Objectives (Specific)	Activity(s) that will Satisfy Objective	Method of Evaluation	Completion Date	Personnel needed and their role
1) To inform every teacher in the school of records kept and persons responsible.	1) Inservice A. Pre-questionnaire B. Role-playing (answering the questionnaire) C. Introduction of personnel and identification of all school records	1) Questionnaire (Inservice)	1) Inservice	1) B. White (registrar) Counselors (cluster) Harris (truant officer Benford (disciplinarian Scygul (programming) O'Grodnik (att.) Beverly (teacher records)
2) To improve compliance to standards of record keeping in order to improve staff competency, efficiency, and effectiveness.	2) Inservice A. Standard Bd. of Ed. code for record keeping B. Transparencies C. Check list of records day responsibilities D. Modified pink sheet	2) A. Asst. principal - checking records B. Official audit C. Counselors - checking permanent records	2) A. End of 1st marking period B. End of semester C. End of semester	2) A. Asst. principal B. Auditor C. Counselors
3) To improve security procedures.	3) A. Lock the permanent files B. Provide files for each division's sheets C. Design check-out system	3) Post record day evaluation form	3) End of semester	3) Betty White J. Clarke D. Purcell
4) To involve non-division staff in record keeping of students (buddy system).	4) A. Pre-service meeting of non-division teachers B. Bulletin requesting division teachers who want help C. Personal contact between non-division teachers and records staff. D. Counselor conducted orientation of all staff (Mrs. Robinson)	4) Questionnaire	4) End of semester	4) Faculty Teacher Corps

PROJECT WORK SHEET: Implementation

Resources Needed (human and material)	What presently exists that will have to be modified?	Forces in the system: Negative / Positive	Sequenced strategy for promotion and implementation
1) A. Transparancies, machine and screen B. Role play situations C. Questionnaire D. Personnel	1) Nothing	Positive 1) A. Information concerning all records B. Introduction of personnel Negative Reaction to subject of record keeping	1) A. Hold planning meeting with all personnel B. Prepare materials C. Confirmation of first inservice date
2) A. Transparancies B. Handouts for teachers (of the transparancies) C. Personnel needed (same as planning)	2) A. Pink Sheet B. Permanent Records C. Grade Sheet	Positive 2) A. Recognized need B. Facility will not suffer from confusion of new records C. Efficiency D. Students Benefits	2) A. Same as above for material B. Asst. principal modified sheet (pink) C. Make list of records day responsibilities
3) A. Locked file with keys	3) A. Files B. Sign out sheet for permanent records	Positive 3) A. No list records B. Protection of records	3) A. Work order for cabinets with locks for vault B. Transfer records to cabinet
4) Faculty participation and cooperation	4) Volunteer resource persons assigned to specific division number	4) Stabilization of all division records	4) Inservice Small group orientation by counselors to the faculty

Questionnaire

Confusion over record keeping tasks and responsibilities has led the Records and Record Keeping Committee to design this questionnaire. It is designed to uncover where responsibilities and duties have to be clarified.

1) All passing grades should be recorded on the permanent record in black ink, and the failures should be recorded on the back in red ink. TRUE FALSE

2) Cumulative records from the elementary schools are kept in (a) the program office, (b) the counselor's office, (c) the vault, or (d) none of the above.

3) Where are the cumulative discipline records kept? (a) Mr. Beuford's office, (b) Principal's office, (c) Counselor's office, or (d) none of the above.

4) All faculty members, whether they have a division or not, are responsible for permanent records. TRUE FALSE

5) The school's registrar is (a) Ms. Frazier, (b) Ms. Scygill, (c) Ms. White, (d) Ms. Lockhart.

6) Public Law 94-142 allows a parent and/or student to legally challenge any records or grades kept by the school. TRUE FALSE

7) When a teacher receives a student who has a special problem (learning, emotional, physical), the teacher should get information concerning that child from (a) another teacher, (b) counselor's office, (c) principal, (d) nurse.

8) Who must you see to read your own peronnel file? (a) Mrs. Clark, clerk, (b) Mr. Beverly, principal, (c) Mrs. McElroy, payroll clerk, (d) all of the above, (e) none of the above.

9) Who is in charge of student health records? (a) counselor, (b) teacher nurse, (c) division teacher, (d) none of the above.

10) Who authorizes "blue slip" testing? (a) teacher, (b) counselor, (c) principal, (d) nurse.

11) Why are FA's recorded on the HI117 and not on the student's grade sheet? (a) for calculating true failures, (b) for funding purposes, (c) to provide students an excuse for failure, (d) none of the above.

12) General Harris is in charge of (a) ROTC program, (b) attendance records, (c) truancy records, (d) monthly summaries, (e) none of the above.

13) Debt slips for textbooks, activity fees, etc. are kept (a) by the division teacher, (b) by the department chairman, (c) by the treasurer, (d) in the permanent records, (e) none of the above.

14) On the <u>new</u> permanent record, total credit for a student who passed one semester of gym, one year of typing, and one semester of art will be recorded as (a) 3/4, (b) .75, (c) 1.0, (d) .875, (e) 7/8.

15) Are record keeping procedures confusing to you? (a) always, (b) sometimes, (c) occasionally, (d) never.

Type of Records	Person Responsible	Title
Permanent Records & HI 117's	Ms. White	Registrar
Truancy Records	Mr. Harris	Truant Officer
Attendance Records	Ms. Ogrodnik	_____
Discipline Records	Mr. Beuford	Disciplinarian
Programming Records	Mrs. Scygiel	Programmer
Student's Cumulative Records	Individual Counselors	_____
Teacher Personnel Records	Mr. Beverly	Principal
Medical Records	Ms. Tulluck	School Nurse
Activity Fee Records	Ms. Miller	_____
Outgoing Transcripts	Ms. Harris	Transcript Clerk

Teacher Responsibilities for Records Day

Things that may be done in advance:

a. Permanent records for every one in division
b. Student identifying information is correct
c. Have an updated signed program for each student in your division
d. Have a correct division number for each student in your class
e. Put attendance on course books
f. List courses in correct order in course books
g. Put course books in library alphabetically
h. Organize class students according to division and enter grades in library
i. Monthly Summary
j. List courses on guidance cards
k. Check for all grades in course books

Things to be done on Records Day:

a. Turn in teacher grade sheet
b. Transfer all grades from course book to permanent records. (Use decimals only)
c. Place 20 wk. or first semester grade sheet and/or 40 wk. grade sheet in permanent record
d. Promotional sheet of total credits
e. Guidance cards
f. List students on honor roll for counselors
g. Sign your permanent records
h. Your counselor is your checker

Extra-Curricular Activities Teacher Corps Group

Committee Members:

Joyce Craft
Denise Miller
Sarah Mills
Harry Randall
Betty Stewart
Verna Benson

July 27, 1979

HYDE PARK CAREER ACADEMY
EXTRA-CURRICULAR QUESTIONNAIRE

This questionnaire is designed to help the Extra-Curricular Committee and faculty to evaluate the extra-curricular program. For questions 1-4 and 18 circle "YES" or "NO." For questions 5-19, use the 1 to 5 scale (5=high; 1=low). Circle your response.

1. Are you an extra-curricular sponsor? Of what? YES NO

   Comments: _____

2. Are you aware there is a school calendar available in the main office for scheduling extra-curricular activities? YES NO

   Comments: _____

3. Are you aware that all extra-curricular events must be approved ahead of time by the administrator in charge? YES NO

   Comments: _____

4. Do you know the administrator in charge of extra-curricular activities? YES NO

   Comments: _____

5. How effective is the school calendar at avoiding conflicts in utilization of time and space for extra-curricular activities? 1 2 3 4 5

   Comments: _____

6. How do you rate yourself as a supporter of Hyde Park's extra-curricular events in regard to selling tickets, purchasing tickets, volunteering to work, supporting fund raising items, etc.? 1 2 3 4 5

   Why? _____

   How do you support? _____

7. How strongly do you feel sponsor vacancies and salaries for all Hyde Park extra-curricular activities should be publicized to the faculty each year? 1 2 3 4 5

   How should they be publicized? _____

   Comments: _____

8. How strongly do you feel your participation in extra-curricular events should be recorded in some way to the administration as suggested by the attached form? (See page 4) 1 2 3 4 5

Comments: _____

9. How important is it that extra-curricular sponsors know of the legalities involved in handling an extra-curricular group (e.g., transportation, chaperoning, selling food, collection of fees, fund raising, weekend events, etc.)? 1 2 3 4 5

Comments: _____

10. To what extent do you feel it is important that an extra-curricular packet be made available and explained at an orientation meeting for sponsors which would include forms to be used, grievance procedures, etc.? 1 2 3 4 5

Comments: _____

11. How do you feel about involving parents as a part of the extra-curricular activities? 1 2 3 4 5

Comments: _____

12. How useful would it be to have a list of available parents to help with an extra-curricular event? 1 2 3 4 5

Comments: _____

13. There are events where volunteers are needed, without pay, to help out. How willing would you be to work 1 event if asked to do so? 1 2 3 4 5

Comments: _____

14. How would you rate the way incoming and enrolled students are informed about the extra-curricular activities being offered? 1 2 3 4 5

Comments: _____

15. Were you aware, previous to this questionnaire, of the scope of extra-curricular activities as listed on the attached sheet? (See page 5) 1 2 3 4 5

Comments: _____

16. Is it a good idea for each extra-curricular group to write up its own constitution and by-laws? 1 2 3 4 5

Comments: _____

17. How adequate are the fund raising methods now used? 1 2 3 4 5

Comments: _____

18. Do you think more spirit boosting activities such as T-shirt day, turnabout day, Hyde Park Day, etc., would build student and faculty morale? YES NO

Comments: _____

19. How effective do you feel an extra-curricular standing committee would be in formulating policy and coordination of extra-curricular activities? 1 2 3 4 5

If the committee proved to be consistent? 1 2 3 4 5

Comments: _____

20. Would you participate in extra-curricular activities for teachers such as after school exercise class, volleyball, swimming, basketball?

_____never _____weekly _____monthly _____once or twice a semester

_____once or twice a year

21. Please comment further on any areas of concern regarding extra-curricular activities or not mentioned above.

Comments: _____

HYDE PARK CAREER ACADEMY
TEACHER RECOGNITION INFORMATION
FOR 19__ - 19__

1. List extra-curricular groups you sponsored.

2. List any school-related functions to which you volunteered your services.

3. Have you attended any professional workshops, meetings, conventions, etc.? If so, please specify:

4. List outside professional organizations in which you hold membership and office(s) you may hold. .

5. What additional courses have you undertaken toward a degree or to enhance your field? What degree?

TEAMS AND ORGANIZATIONS AT HYDE PARK CAREER ACADEMY

ACADEMIC

Accounting Work Study -- Mr. Catledge
Band -- Mr. Dockett
Chorus
Beginning --
Advanced -- Mrs. Leconte
Cooperative Lab Practice(CLP)-- Mrs. Worrell
Clerical Office Proceudres(COP) Mrs. Mills
Cooperative Work Training(CWT)-- Mr. Butler
Data Processing Occupations(DPO) Mr. Slater
Distributive Education (DE)-- Mr. Catledge
Drama -- Mrs. Thomas
Drum and Bugle -- Mr. Dockett
Foreign Language--Mrs. Phillips
Gardening -- Mrs. Worrell
Health Occupations Auxilliary Program -- Mrs. Friedman
Home Economics Related Occupations(HERO) -- Mrs. White
Horticulture -- Mr. Crowe
Junior Engineering Technical Society(JETS)--Mr. Malloy
Science Lab Squad --
Marching Band -- Mr. Dockett
National Honor Society(NHS)-- Mrs. Hall
Office Occupations (OO) -- Mrs. Morris
Orchestra
Beginning -- Mr. George
Advanced -- Mr. George
Spanish -- Mr. Randell
Stage Force -- Mr. Bergren
Student Council -- Mr. Butler
Miss Harvey
Tele-Communications--Mrs. Rosne
Yearbook -- Miss Berow

ATHLETIC

BOYS

Baseball
Varsity -- Mr. Hyrams
Frosh -- Mr. McGregor
Basketball
Varsity -- Mr. Aldridge
Jr. Varsity -- Mr. Hyrams
Frosh -- Mr. Wedel
Bowling -- Miss Miller
Cross Country --
Football
Varsity -- Mr. Griffin
Frosh --
Swimming -- Mr. Leonard
Tennis -- Mr. Kusnierz
Track & Field -- Mr. Griffin
Wrestling -- Mr. Waitrowski

GIRLS

Basketball -- Miss Maslan
Bowling -- Miss Miller
Cheerleaders -- Miss King
Flag Squad -- Mrs. Leconte
Gymnastics -- Miss King
Majorettes --
Pom Poms --
Softball -- Miss Maslan
Swimming -- Mrs. Ryan
Tennis -- Miss Maslan
Track -- Miss King
Volleyball -- Miss Greer

BOTH

Drill Team -- Mrs. Leconte
Hyde Park Athletic Assoc. --
Modern Dance -- Mrs. Ali
Pep Squad -- Miss Miller

SOCIAL

Booster Club -- Miss Miller
Chess -- Mr. Garrison
Crafts -- Mrs. Merchant
Newspaper -- Mr. Satzinger
Office Aides -- Mrs. Clark
Photography -- Mr. Motley
Ski Club -- Miss Craft
Stamp Club --
Tour Guides -- Mrs. L.Green
Travel -- Mr. Boyczuk
Tutors --

SUGGESTED NEW GROUPS

Backgammon -- Miss B.Stewart
Future Businesspersons --
Future Nurses --
Future Secretaries --
Future Teachers --
Key Club --
School Letter Club --
Math Club --
Faculty Swimming
Faculty Jogging
Faculty Fitness

PROJECT WORK SHEET: Planning

Basic Goal Statement: To improve the procedures for disseminating extra-curricular policy

Objectives (Specific)	Activity(s) that will Satisfy Objective	Method of Evaluation	Completion Date	Personnel needed and their role
#1. To provide a means of two-way communication between administration and faculty. #2. To coordinate publicity of extra-curricular activities for a. school b. community c. students, parents out of the district #3. To evaluate the impact of extra-curricular activities at H.P. periodically. #4. To outline procedures and guidelines to help sponsors of the extra-curricular groups develop their own constitution and by-laws. #5. To receive input from faculty and students for policy-making and dissemination to the administration. #6. To improve the coordination and support of extra-curricular activities with suggestions such as: school calendar, new activity forms, policy, etc.	1. Form an extra-curricular standing committee	1. On the first day of school the staff will be given a questionnaire to assess their knowledge of and attitudes toward extra-curricular activities. 2. Re-evaluate twice yearly: Beginning of the 1st and 2nd semesters.	1. Sept. 8, 1979 2. Sept. and January	1. Administrator in charge of extra-curricular activities. 2. One representative from each dept., preferably a person sponsoring a group. 3. One student council representative. 4. One community representative.

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PROJECT WORK SHEET: Implementation

Proposed New Program or Practice: Extra-Curricular Standing Committee

Resources Needed (human and material)	What presently exists that will have to be modified?	Forces in the system: Negative	Forces in the system: Positive	Sequenced strategy for promotion and implementation.
1. Personnel mentioned earlier. 2. Meeting room. 3. Policy documents (both school and education) 4. Time during or after school.	1. How extra-curricular policy is currently being followed. 2. How the policy should be changed to be made more stable and consistent.			1. Hold a meeting with administration and committee members to determine what the committee can and cannot do. 2. Obtain a commitment from those involved. 3. To review existing policy documents. 4. Provision for emergency after school meetings when problems arise.

Communications Teacher Corps Group

Committee Members:

Linda Lorenz
Jay Mulberry
Tom Staniszewski
Jane Stuart
William Wagner

Summer Workshop 1979
July 27, 1979

Summary of the Report of the Communications Committee

July 27, 1979

Committee Members:
Linda Lorenz
Jay Mulberry
Tom Staniszewski
Jane Stuart
William Wagner

Communications among Hyde Park personnel was recognized as a problem by everyone during the 1978-1979 school year. In May, the Committee on Communication Structure listed 13 areas of concern as suggestions for discussion by their summer Workshop representatives. These 13 areas could be divided into two groups: administration-faculty communication and school community relations. The Workshop members were charged with detailing the nature of the communication problems at Hyde Park; recommending solutions; indicating the agents of change; and, finally, indicating a system for reviewing the effectiveness of changes after they have been put into practice.

For the improvement of communication between administration and faculty, our committee first recommends that the duties of administrative and partly-administrative personnel be clarified so that their services are more readily available to and understood by the faculty. We recommend that policy changes be given a lead-time during which the staff can discuss them among themselves as well as explain them to the students. We recommend that intra-school directives be more thoroughly formalized by the signature(s) of those issuing them. Additions to teachers' personnel fiels should be made known to them in writing when they are made. It is our thought that new teachers should be given special help during the year, and that a packet of essential materials and information should be given to them upon arrival. We think that when teachers leave or change their status within the school, this information should be put in the bulletin and teacher-schedules up-dated. When partly-administrative positions are created or vacated, we believe they should be advertised in the bulletin so that interested teachers can apply. We recommend that the process by which teachers are visited on the job be improved so that meaningful review of the visitations are included in the procedure. Written reports on visitations should be signed and dated.

In discussing school-community relations, our committee was fortunate in getting advice from the Community Council of the Teacher Corps Project. We agreed that much needs to be done to improve attendance at Local School Council meetings, and we formulated a number of ways of advertising them and making them more interesting. In addition, the Community Council agreed to start a Parent Club which will organize interested parents through the existing block clubs of Woodlawn. The Parent Club will hold meetings in which parents can discuss their concerns, organize social activities and create programs of support for the school. It is our hope that the Parent Club will be given time at each Local School Council meeting to report its activities and concerns.

At the suggestion of the Community Council, we have recommended that each division have a parent helper who will act as a go-between for parents and faculty. We hope that teacher schedules in the office can be frequently up-dated so that parents entering the building can easily contact the teachers they seek. On the other hand, teachers who do not wish to be approached during class should be able to make that known to the office so that parents will not be inconvenienced. We think that printed material should be on hand to give parents when they come to school for any reason; the material should include the complete schedule of Local School Council meetings and information on how to contact division teachers, the attendance office, counselors and other people of importance to parents.

Communication among Hyde Park personnel was recognized as a problem by everyone during the 1978-1979 school year. The committee on Communication Structure in May listed 13 areas of concern as discussion suggestions for their summer workshop colleagues. These 13 areas could be divided into two groups: (1) administration--faculty communication and (2) school--community (parents) communication. The summer subcommittee was charged with detailing the nature of diverse communication problems at Hyde Park; recommending changes to alleviate the problems; recognizing agents (i.e., personnel) who will generate the changes; setting dates for the implementation of changes; and, finally, establishing a method of reviewing policy changes to determine their effectiveness.

Several problems were identified in each of the above mentioned groups. Specifically between faculty-administration were listed: (1) roles and duties of various members of the administration and faculty (we were able to list 37 full or partial administrative positions at Hyde Park); (2) the manner in which policy changes are made, announced and implemented; (3) the use of in-service meetings to enhance formal administration-faculty communication. Specific problems are enumerated later in this report along with our specific recommendations for changes. We feel this would enhance better faculty-administration communication and better morale which would ultimately be passed on to our student body.

School-community problems focused on the parent-council meetings and specific suggestions were made to encourage stronger and more parental influence in Hyde Park. We discussed involving parent clubs, block clubs, and a parent to represent each division at parent-council meetings. We met with a few parents to "sound out" our suggestions and to receive theirs.

We will now enumerate even more specifically these problems and suggestions.

Subject area: Clarification of roles of administrators

The nature of the problem: Our committee noted that some confusion exists about the duties of staff members who are in administrative or partial-administrative positions. This results in an incomplete use of the resource people available to teachers in areas of discipline, counseling and job placement.

Suggestions for change: A description of the responsibilities, hours, and office location of all administrators and partial-administrators (department chair persons, counselors, career-counselor, administrative assistants, etc.) be given to teachers at the beginning of the year along with the names of people who currently fill the positions. When new positions open or when staff changes occur, teachers should be informed.

A line of command should accompany the job descriptions.

A list of common, pressing problems should be drawn up along with a list of the appropriate people (administrators) from whom to seek help.

When a position becomes vacant or when a position is newly created, it should be advertised within the school for at least two weeks, interviews should be conducted, and when the position if filled, the person selected and his/her duties should be made known to the faculty in a written memo.

Agents of change: The principal should work with a committee consisting of 3 or 4 knowledgable members of the faculty and administration to draw up tne recommended information.

Time for change: The information should be disseminated, a form should be distributed in which the faculty is asked to evaluate the clarity and completeness of the job description sheet.

Subject area: Helping New Teachers

The nature of the problem: New teachers who arrive to take over a position on a permanent basis are not adequately prepared to function in their new jobs.

Suggestions for change: The committee proposed the formation of a new teacher packet, similar to what is given a substitute. This packet would contain copies of all forms (which are listed below) along with an explanation of their proper use. This should be done in the teacher's first week, preferably on the first day.

No later than the second week should the new teacher be given a set of rules and regulations, a copy of the Hyde Park Handbook. a copy of the administrative job description (yet to be developed), and a copy of the line of authority (also yet to be developed).

The purposes of the packet would be to inform the new teachers, help them to adjust to the new situation, and to give them an idea of where to go when a problem arises.

I. Basic Needs
  A. Bell Schedule
  B. School Plat
    1. Areas of Concern Designated:
      a. Attendance Office
      b. Control Center
      c. Counseling Office
      d. Programming
      e. Engineer's Office
      f. Lunchroom
      g. Washrooms -- etc.
    2. Teacher's specific classrooms designated.
  C. Keys (classroom, washroom, special)
  D. Teacher Program with Rosters (Green Book)
  E. Parking Availability and Sticker
  F. IBM Procedures

II. School Offerings
  A. Department Heads
    1. Books
    2. Curriculum Guides - Syllabus
    3. General Responsibilities
    4. Supplies

B. Discipline Procedures
C. Attendance Procedures & Other Forms
   1. Symbols for division and classroom attendance
   2. Cut-Tardy forms (pack) and directions
   3. All Purpose passes
   4. Duty procedures and rules
   5. Job descriptions of administrative personnel
   6. Rules and regulations for division
   7. Division program changes -- when, how, who to see
   8. Summer school credits
   9. Fall sports and activities

Agents of change: Since all new teachers must first obtain a program, the new teacher packets should be stored and assembled in the main office.

Date for Implementation: No later than September 30, 1979.
Review of Results: All new teachers would be asked to fill out a questionnaire at or near the end of the school year to evaluate the effectiveness of the program.

Subject area: Policy Changes

The nature of the problem: Presently at Hyde Park formal lines of communication are often ineffective.

Suggestions for change: (1) Policy changes determined by the administration would be written, mimeographed, and distributed to the faculty. (2) The opportunity for faculty discussions of proposed policy change could take place at in-service meetings. (3) The final policy form will be disseminated to teachers and faculty in written form so division and classroom teachers may begin advision their students. (4) The policy change should become effective one week after the day the students were first informed, except in cases of extreme emergency. (5) The policy should be reviewed by faculty survey 3 months from the date of implementation through a written form.

Agents for Change: Administration

Time for Change: As listed above in (#4) and in (#5).

Review of Results: The faculty survey conducted 3 months later will be a written form asking: (1) Does the policy need to be reviewed? --Yes or no (2) Should the policy be continued? --Yes or No (3) Which part or parts of the policy should be changed? (4) Any other related comments?
This form does not have to be signed and will be returned to the office.

Subject area: Visitation and Ratings

The nature of the problem: Visitations at Hyde Park are done on a fairly regular basis. While not all teachers were visited last year, enough teachers were visited to show that the administration was making a solid effort in this direction. However, since everyone was not visited

some teachers began to feel that the visitations were a harassing technique and not an evaluating or a helping one. Also not all teachers were clear about what they were being rated on.

Suggestions for change: To alleviate some of these problems the following recommendations were made: (1) It should be stressed that visitations are for helping teachers not for harassing them; (2) Criteria for visits and ratings should be published and discussed prior to any visitation; (3) Classroom visits should involve a follow-up meeting between the teacher and the visiting administrator to discuss observations; (4) New teachers should be visited early (preferably during the 3rd or 4th week); (5) teachers who have been notified or areas needing improvement should be revisited; (6) all rating forms and visitation forms should be signed by the proper official; (7) teachers should be encouraged to inform the administration of special class activities and other special achievements.

Agent of change: Those administrators who have been placed in charge of classroom visitations for the 1979-1980 school year.

Date of Implementation: Before visitations begin.

Review of Results: The classroom visitation forms should be updated yearly be a special administration-faculty committee during September of each year.

Subject area: Duty Assignments

The nature of the problem: The committee felt that some problems of communication exist because duties are not always perceived as being assigned on an equitable basis. The committee felt that the following considerations should be taken into account when duties are assigned.

Suggestions for change:

(1) Everyone should have one duty and only one.

(2) The assignment of duties should include written descriptions of their proper execution, and helpful suggestions for their efficient management.

(3) A person should be available to help teachers who have problems performing their duties.

(4) Teachers who have problems on duties should be helped in every way possible and in special cases transferred to more manageable positions; but they should not be relieved of duties altogether.

(5) Teachers should be asked for duty preferences and this should be honored where possible.

(6) Administrator's behavior should be consistent with expected teacher behavior.

(7) Teachers might be used to help their colleagues on duty posts, but this in no way should become involved with evaluation.

(8) Teachers should be encouraged to use student aides in duties, but the centralized system of monitors should be dropped.

(9) Action taken in response to problems arising from performance of duties should be reported to the teacher to instill confidence.

(10) Unrealistic assingments should be avoided or promptly corrected. This has particular reference to overcrowding of duties.

(11) Criticism of teachers should be given individually, not in general announcements to the staff.

(12) Duties should be rotated yearly if requested.

(13) Duty changes and extra duty assignments should be in writing and signed by an administrator.

(14) Non-attendance or non-performance of duties should be corrected as quickly as possible.

(15) Non-essential duty assignments (e.g., 1st and 10th period studies) should be eliminated.

(16) Administrators should try to give recognition to teachers who are especially efficient when on duty.

(17) The guidelines should be the same for all.

Agents for change: Administrators in charge of duty supervision.

Date of Implementation: Beginning of the uear or as soon as possible thereafter.

Review of Results: Teachers should be surveyed each 10 weeks to find how the system is working.

Subject area: Interschool Communication

The nature of the problem: The information system at Hyde Park too often operates on rumor.

Suggestions for change:

I. To identify the administration or the administration's delegates who originate the communication. (b) To do away with those communications which at times are vague or may in fact be interpreted as harassment. (c) A typed name should not be substituted for signatures. (d) The date of implementation as well as distribution should be included.

II. Types of communication that should be signed and improved include: (a) Changes in teacher programs and duties; (b) Requests for teacher presence at meetings with the administration covering classes, duties, and division; (c) Those relating to teacher job performance; (d) Changes in previous policy or directives citing the date of the policy being effected; (e) Changes in conventionally accepted behavior; (f) Changes in Board or legal policy for local purposes; (g) Directives of any kind regardless of the size of the group effected; (h) All agendas for meetings should be distributed one school day before the meeting; (i) All requests for extra-curricular involvement; (j) Guidelines between administrators and departments which they supervise.

III. In addition, for better school communication we suggest: (a) No singed policy statement should be changed by any form or verbal communication unless an emergency situation exists; (b) Any entry to in-school teacher personnel file will be communicated to them in writing and signed by the person making the entry; (c) When teacher programs are changed, or when teachers leave, or when teachers are ill for more than 5 days, a

notice should be in the bulletin.

Agents for change: Administration

Date for Implementation: Immediately

Review of Results: Results can be reviewed before the end of the 1979-1980 school year.

Subject area: School Community Relations

The nature of the problem: There is a need for more participation by parents and community in school functions.

Suggestions for change: (a) Print wallet size cardboard or plasticized cards with the dates of all school council meetings on them. Hand them out to all freshmen parents on orientation and, thereafter, to all parents when they come for a visitor's pass, to the attendance office, or the discipline office. (b) Teachers should be encouraged to mention the date of the next school council meeting when calling parents. Perhaps the dates could be posted by department phones. (c) Utilize radio and local newspapers to advertise local school council meetings. (d) Form a parent club, distinct from the local school council. The purposes for the club will be to discuss school problems and help in the organization of parents for school projects. The parent club will organize social functions for parents and will help orient freshmen parents at the beginning of the year. (e) The parent club will have a representative who is given a place on the agenda of all local school council meetings. (f) Division teachers will try to obtain a volunteer parent who will be a go-between with other parents in the division. (g) The parent club will get parent representatives from block clubs. These representatives will keep informed about school activities and about the problems of parents on their blocks and when possible act as liaisons for school and community. (h) Parents will be asked to help write the agendas for the local council meetings and the agendas will allow time for discussion. (i) When possible, short music and dramatic presentations by students will be performed at local council meetings. (j) Teacher representatives of the different areas of the school (Transitional, Regular, Magnet) will be urged to attend local school council meetings to answer questions from parents. (k) Refreshments will be served at local school council meetings. (l) A gathering of freshmen parents will be sponsored by the parent club on orientation day. (m) Parents will receive a form on which they will have the chance to write names of division teacher, principal, and counselor of their children as well as a list of the appropriate people to contact if their children are ill, truant, failing, etc. This form will be passed out to freshmen parents on orientation day and to parents who visit the school throughout the year. (n) Consider the possibility of using the Board's human relations department to get suggestions for effectively dealing with the community. (o) Lists of faculty and student schedules should be frequently updated so that parents can easily find the people they come to see. (p) Front-door guards will be encouraged to select two aides each period who will help welcome parents, take them to the office and to whatever teachers they have come to see. (q) Teachers should indicate at the beginning of the year if they are willing to have parents see them during class periods. If not, some note should be made on their schedules in the office so that parents are not inconvenienced. If parents arrive to see a teacher who does not wish to be visited that period, the parents should be advised as to when and where the teacher might be seen. (r) Parents should be

advised that they should check before coming to school to see teachers, but if they must come unannounced, teachers should try to make time for them. (s) Senior sponsor meet with senior parents.

Agents of change: (1) The Communit Council of the Teacher Corps Project has agreed to form a parent club which will start the activities suggested for it. (2) The principal might consider delegating a helper to organize points O-R, and to make up the schedule of meetings suggested in point A. (3) Teachers should be encouraged to work closely with division parents representatives to keep track of the concerns of parents.

Dates for Implementation: (1) Points A,D,L & M would be most effective if they were begun before orientation day this year. (2) Other points should be implemented gradually through the year.

Review of Results: Division parent representatives, the parent club and block representatives should provide continuous feed-back.

Appendix: Proposed chapter headings for a revised teacher handbook.

Chapter I: Description of the history and environment of Hyde Park Career Academy

Chapter II: Plan of the school, bell schedule and calendar

Chapter III: Job description, responsibilities and privileges of teachers

Chapter IV: Job descriptions of all administrative and partly-administrative staff; line of command of the administrative and partly-administrative staff

Chapter V: Problem Solvers, giving a list of common problems of teachers along with the names, positions, office locations and telephone numbers of appropriate people to help them

Chapter VI: Requirements for graduation, and examples of course books, permanent record cards, guidance cards and other forms related to the recording of students credits

Chapter VII: Attendance Procedures, with examples of IBM cards, all purpose attendance cards, truant, tardy and cut forms and all other forms related to keeping attendance

Chapter VIII: Discipline procedures, with examples of forms relating to the reporting of discipline problems, exclusions, suspensions, etc.

Chapter IX: Extra-curricular activities

Chapter X: School law, giving descriptions of legal responsibilities of teachers in school, on field trips, during extra-curricular activities and in the handling of discipline, medical and attendance records.

The Communications Committee hopes that this handbook will be in a loose-leaf folder so that changes in policy can be easily recorded by changes in pages of the folder.

Rules and Regulations Teacher Corps Group

Committee Members:

Elizabeth Kilburn
Jane Ogrodnik
Eldridge Catledge
Vera Brown
Melvin Rogers

July 27, 1979

Policy Statement on Rules and Regulations

The dominant goal of the rules and regulations committee is to foster positive attitudes among administrators, teachers, parents and students. It is hoped that the carrying out of the planned activities of this committee will improve the morale of the school.

To make the activities work most effectively, there must be consistency, re-enforcement, full cooperation, and evaluation throughout the entire school year.

A revised student handbook as well as a staff guide to rules and regulations have been developed to aid all in getting off to a good start and making this a successful school year.

Before you is an outline of the rules and regulations that we feel you should stress with your students during this first week of school. Copies of the student handbook will be distributed by Monday of next week.

Please cooperate with us in fostering a positive attitude throughout the school year.

Rules and Regulations

I. Brief statement emphasizing importance of rules and regulations.

II. Read rights and responsibilities.

III. Put special emphasis on the following:

- A. Attendance
- B. Cutting
- C. Tardiness
- D. I.D.

IV. Allow discussion time during division and class periods.

V. Post copy of student handbook in classroom.

VI. Keep copy in your green book.

PROJECT WORK SHEET: Planning

Goal Statement: To foster positive attitudes in administrators in an effort to improve morale.

Objectives (Specific)	Activity(s) that will Satisfy Objective	Method of Evaluation	Completion Date	Personnel needed and their role
Administration To clarify and stand behind rules and regulations	1) Meeting at the beginning of the year and at least once a month to discuss problems. (maximum 10 minutes to clarify roles of teacher and counselors) 2) Conference with teachers regarding excessive tardies and cuts. 3) Possible restructure of teachers' program for later starting time to eliminate tardies. 4) Orientation of all personnel, new teachers, and staff regarding rules and regulations. 5) Inclusion of rules and regulations in all sub folders 6) Schedule meeting for all classes with counselors to reinforce rules and regulations. 7) Rotate mornings and afternoons for parental meetings.	1) Written and/or objective evaluation by chairperson and/or administrator the 10th or 30th week to make sure rules and regulations are being complied with	10th week 30th week	Administrators Department Chairpersons Union delegates Teachers

PROJECT WORK SHEET: Implementation

Propopsed New Program or Practice: To foster positive attitudes in administrators in an effort to improve morale.

Resources Needed (human and material)	What presently exists that will have to be modified?	Forces in the system: Negative	Forces in the system: Positive	Sequenced strategy for promotion and implementation
1) Paper and typist	1) More teacher visitations, announced and unannounced.	1) Reaction by administrators to these suggestions and additional time for the evaluation.	Positive Recognition of more cooperation. More needed improved climate in the school.	1) Conference for approval for activities suggested in the workshop. 2) Set up orientation meetings and additional meetings. Begin on time. 3) Set up meeting between administrators and chairpersons for methods and procedures of evaluation and methods of orientation for new teachers. 4) Prepare evaluation forms for administrators and teachers. 5) Set up conference time for discussion of evaluation.
	2) Time set aside for conferences for evaluations.			

PROJECT WORK SHEET: Planning

Goal Statement: To develop positive attitudes in teachers in an effort to improve morale.

Objectives (Specific)	Activity(s) that will Satisfy Objective	Method of Evaluation	Completion Date	Personnel needed and their role
Teachers To have them clarify and enforce established rules and regulations.	1) During extended division, pass out and discuss rules, specicically emphasizing those regarding tardies, cutting, and I.D.s Students are to take them home for parent signatures, which will be kept on file by teachers. 2) Post copies in all classrooms, and other rooms used by students, and make sure new students receive them. 3) Give oral or written quiz on rules and regulations. 4) Study rules and know them. 5) Prepare a copy of individual class rules to be taken home by students.	1) Administrator will check periodically to see if teachers have a copy of rules in their green book. 2) Check for parent signatures on file with division teachers. 3) Self-evaluation sheet of objective questions.	Open	Teachers - to enforce rules Administrators - to evaluate

PROJECT WORK SHEET: Implementation

Proposed New Program or Practice: To develop positive attitudes in teachers in an effort to improve morale

Resources Needed (human and material)	What presently exists that will have to be modified?	Forces in the system: Negative	Forces in the system: Positive	Sequenced strategy for promotion and implementation
Stencils Paper with holes punched for record books Typists	Time set aside to discuss rules and regulations Time set aside for any other modification of rules needed and conference set up to get approval	Reaction to time needed to discuss rules. Reaction to extra time needed to collect and file signatures, and prepare and give quiz.	Recognition of need to have teachers more informed of rules. Recognition of need for improved school climate.	1. Conference with Mr. Beverly for approval of revised rules. 2. Prepare materials to be passed out. 3. Orientation meeting. 4. Pass out and discuss rules in division. 5. File parent signatures when returned. 6. Periodic meetings to discuss problems. 7. Classroom observations for evaluation reports. 8. Administrators discuss evaluations with teachers.

PROJECT WORK SHEET: Planning

Goal Statement: To develop positive attitudes in students in an effort to improve morale

Objectives (Specific)	Activity(s) that will Satisfy Objective	Method of Evaluation	Completion Date	Personnel needed and their role
Students Students will follow established rules and regulations	1. Participate in discussion during first week of school. 2. Take R&R home for parent signature and bring it back to division teacher. 3. Keep copy of R&R in his/her folder or books. 4. Read R&R and be aware of consequences of breaking them.	1. Check periodically by class and division teachers for R&R. 2. Give quiz regarding R&R by class or division teacher. 3. Give Division Cooperation Grade which will be placed in Course Books.	All Year Long	Students Teachers

PROJECT WORK SHEET: Implementation

Proposed New Program or Practice: To develop positive attitudes in students in an effort to improve morale

Resources Needed (human and material)	What presently exists that will have to be modified?	Forces in the system: Negative	Forces in the system: Positive	Sequenced strategy for promotion and implementation
Students Teachers Parents Paper and Typist	1. Time must be set aside for discussion of R&R during division. 2. Long division set aside for each class to discuss R&R. Freshmen, Sophomores,etc.	Ignorance of R&R Parents apathetic	Better understanding of R&R High morale fostered Decrease in hall loitering, absences, cutting and tardies Promote safety	1. Prepare material - Student Handbook. 2. Present to Mr. Beverly for approval. 3. Presnet to faculty on Orientation Day with outline of suggested presentation. 4. Present to students during first full week of school. 5. Long division set aside, Monday of first full week for student and teacher discussion of R&R Handbook. 6. Prepare posters for advertising R&R. 7. Prepare standard quiz for students regarding R&R to aid teachers.

PROJECT WORK SHEET: Planning

Goal Statement: To stand behind and reinforce established rules and regulations

Objectives (Specific)	Activity(s) that will Satisfy Objective	Method of Evaluation	Completion Date	Personnel needed and their role
To establish a set of parent behaviors that make them more aware of R&Rs	1. Sign letter sent home regarding R&R. 2. Pick up copy of R&R during council meeting. 3. Organize use of parent volunteers for making phone calls regarding cuts and tardies. 4. Parent is to pick up course book each marking period except last one. 5. Set aside study time each evening which includes checking homework and test.	1. Attendance at council meetings is improving. 2. Keep record of parents coming to school and getting involved in school activity.	Activity one will be the end of the second week of school. Others will be ongoing.	Parents Teachers Administrator Student Council Social Committee Parent Leader

PROJECT WORK SHEET: Implementation

Proposed New Program or Practice: To stand behind and reinforce established rules and regulations

Resources Needed (human and material)	What presently exists that will have to be modified?	Forces in the system: Negative	Forces in the system: Positive	Sequenced strategy for promotion and implementation
Paper Typist Media:1. Newspaper Radio Poster to be placed in area stores	Time for scheduling for getting course books Open house - 3 times	Parents not feeling welcome Existing negative attitude in parents	People recognize need for improving communication between school and community Parents recognize improved climate of school	1. Prepare letters to be sent home for student signature. 2. Set aside time for R&R to be picked up at council meeting. 3. Get permission for parent club meeting on school property. 4. Get permission for three open houses. 5. Contact media and prepare posters to be given out.

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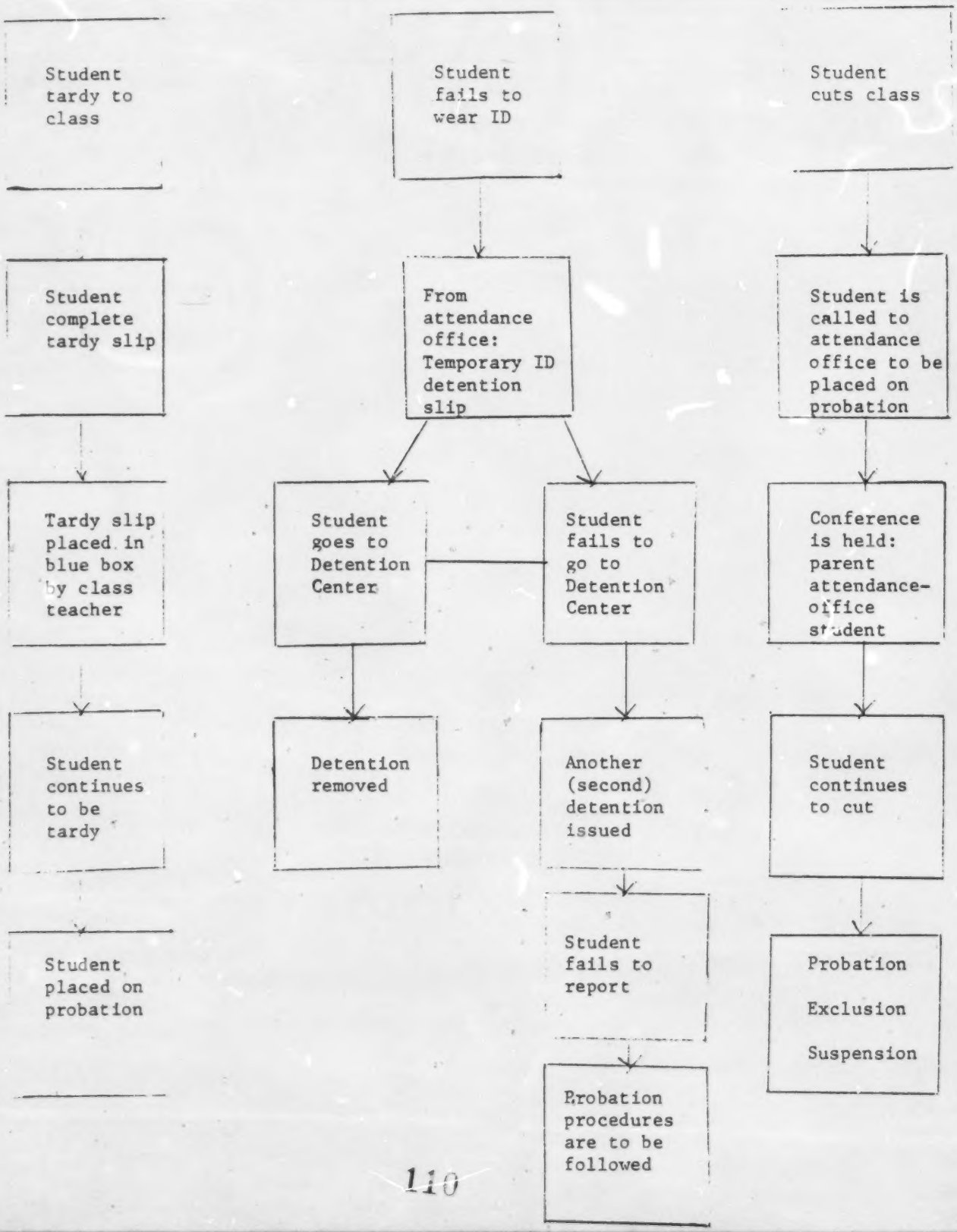
Rules and Regulations

Responsibilities and Rights


Student tardy to class
Student fails to wear ID
Student cuts class
Student complete tardy slip
From attendance office: Temporary ID detention slip
Student is called to attendance office to be placed on probation
Tardy slip placed in blue box by class teacher
Student goes to Detention Center
Student fails to go to Detention Center
Conference is held: parent attendance-office student
Student continues to be tardy
Detention removed
Another (second) detention issued
Student continues to cut
Student placed on probation
Student fails to report
Probation
Exclusion
Suspension
Probation procedures are to be followed

Report of the Beliefs and Values Teacher Corps Group

(The T-R-Y Committee: "Trust and Respect Yourself")

Committee Members:

Carrie Ashmore
Leslie San
Florence Schwartz
Lucille Hale

July 27, 1979

Hyde Park Career Academy Philosophy:

"To reach every student who comes to our Academy with wise counseling, appropriate teaching, concern for welfare, and most of all a meaningful commitment to our responsibilities as teachers and administrators. To this end we will endeavor to employ patience and skill in dealing with our everyday problems."

In order to fulfill this Hyde Park Career Academy philosophy we decided to pursue the following beliefs and values as our focus area, with concentration on administration and faculty. It is our hope that it will be transmitted to the students, creating a wholesome climate for all. They are:

1. Cooperation with each other.
2. Respect for one's self and others.

It is our observation that by emphasizing these two areas we will have a resulting product in:

1. Willingness to work within the school system.
2. Willingness to accept responsibility for one's words and actions.

Because of our commitment to this rationale, we feel that our staff should improve cooperation by:

1. Sharing respect and concern for themselves and others.
2. Knowing each other on a first name basis.
3. Cooperating with each other to help our school run smoothly by following through on responsibilities regarding records, grades, duties and other assigned tasks.
4. Knowing responsibilities of administrators and teachers and showing respect for each others' efforts.
5. Recognizing and appreciating special efforts made by our staff to bring honor to our school by publicizing these efforts.
6. Assigning divisions and programs on a more equitable basis with compensatory consideration for demote divisions and special classes. We suggest compensatory time or reduced teacher load.
7. Publishing a line and staff administrative routing, designating appropriate channels for all changes in programs or dissemination of information or questions.
8. Allowing sufficient time for staff to react when apprized of any changes.

As we work toward improvement of respect for one's self and others we feel attention should be directed to the following:

1. We should be aware and learn to appreciate our multi-racial and multicultural backgrounds.
2. We should be cognizant of contributions of various ethnic groups.
3. We should encourage social contacts among staff members.
4. We should try to develop sensitivity to the feelings of others.
5. We should have a means of checking school-related rumors.
6. We should show respect for our colleagues and students by eating only in designated areas.
7. We should show respect for our colleagues by being aware of non-smokers on our staff.
8. We should set an example of how the impact of standard (good) usage of our English language is professional and desirable.
9. We should trust each other professionally.

10. We should feel at ease about inquiring regarding administrative policies, and after clarification, be agreeable about compliance.
11. To establish Teacher Stress Seminars and/or special consultants to be available for problems.

No doubt this program sounds like an ambitious goal for us, but with the planning we have done to implement each of our suggestions for improvement, we feel that our desired goals can be reached. We plan to use many of the valuable experiences gained in our Teacher Corps Summer Worshop to assist us in becoming a cooperative, well-functioning Academy. Specifically, we have plans for a "Meet Our Staff" booklet containing information about each member of our staff, also, a job description booklet about all administrators, including the areas each one has as his responsibility, plus a line and staff chart which will indicate the chain of command. We are awaiting approval for maintaining all of our sending committees intact, to be used for advice or as resource persons on any related matters during the school year. In addition, we will use films, Human Relations resources, talented personnel and some of the new and different ways to unify our staff through development of trust and respect. Since they are multi-disciplinary groups who chose to serve on these committees, we feel they could provide invaluable services to our administration.

PROJECT WORK SHEET: Planning

Basic Goal Statement: To improve cooperation

Objectives (Specific)	Activity(s) that will Satisfy Objective	Method of Evaluation	Completion Date	Personnel needed and their role
#1. To meet our colleagues and learn their first names. #2. To learn interesting facts about each other. #3. To learn specific responsibilities of administrators. #4. To improve routing of school changes and information. #5. To create a desire to carry out objectives of T.C. Summer Workshop. #6. A rationale for fair assignment of divisions. #7. Publish a line and staff plan - chain of command. #8. To have time for staff to be apprized of changes before their implementation. #9. To have a voice in specific problem solving.	1.(#1,#2,#5) (*) First day - one hour meeting with our "sending committees" a.Use name activity from T.C. Summer Workshop. b.Report on Summer Workshop c.Enlist support of "sending committee" in an on-going plan for improvement. 2.(#3) (**) Publish a list of administrative job descriptions. 3.(#5) (*) Identifying buttons to be worn by all committee members (TRY). 4.(#2) (***) Publish a faculty and administration information booklet. 5.(#5) (***) Periodic meetings of our sending committee. 6.(#9) (***) Administration to use sending committees as multi-discipline advisory groups.	1. An assessment questionnaire re: specific growth accomplishments of T.C. Summer Workshop. 2. Key interviews a.our committees b.others	*First Day **First Month ***First Semester and on-going	1. Approval of Mr. Beverly 2. Mr. Webb, Sending Committee, Chair

PROJECT WORK SHEET: Implementation

Implementation of #1, #5

Proposed New Program or Practice: To improve cooperation

Resources Needed (human and material)	What presently exists that will have to be modified?	Forces in the system: Negative	Forces in the system: Positive	Sequenced strategy for promotion and implementation
1. Place to have meetings	1. Re-schedule time on orientation day.	1. Pressures of first day. 2. Uncertainty of strike, programs, time.	1. Willingness of Principal to cooperate. 2. Desire of faculty to improve. 3. New, enthusiastic personnel.	(We will contact other committees for cooperation and suggest the same pattern for each committee) 1. First day meeting. 2. Name activity - Sans 3. Report of Summer Workshop - Hale 4. Pep talk - Schwartz 5. PMRS - Ashmore 6. Seek help for sending committee to help implementation

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PROJECT WORK SHEET: Implementation

Implementation of #2

Proposed New Program or Practice: To learn interesting facts about our colleagues

Resources Needed (human and material)	What presently exists that will have to be modified?	Forces in the system: Negative	Forces in the system: Positive	Sequenced strategy for promotion and implementation
1. Information from staff regarding interesting facts about them. 2. Typing, paper 3. Departmental chairs to assist in gathering information. 4. Turn in to Ms. Hale 5. Respondent form to be created (see sample).	1. No information now available.	1. Lack of cooperation in giving information	1. Greater feeling of friendliness. 2. Basis for conversation. 3. Knowledge of similar interests.	1. Hopefully, at a departmental meeting, end of September, this information will be obtained. 2. Material to be edited (L. Hale) 3. Typing (Teacher Corps) 4. Collating and distribution (Committee)

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The Beliefs and Values Committee would like to prepare a "Meet Our Staff Booklet" so that staff members can learn about each other's special talents and interests and have a beginning for conversation and friendship. We feel that we are more likely to cooperate with people that we know well and care about.

We hope that all staff members will share some of those interesting facts that make each of us unique individuals with something special to offer both to each other and to our school.

Please fill out this questionnaire with the information that you wish to share.

Name _____

Address & Phone (optional) _____

Date of Birth Month_____ Day_____ Sign_____

Place of Birth _____

Hobbies _____

Skills and Talents _____

Highlight or Unusual Event in Your Life _____

_____

_____

Unusual Trips _____

_____

Special Recognition Received _____

Favorite Quote _____

Other Facts of Interest _____

_____

_____

PROJECT WORK SHEET: Implementation

Implementation of #3

Proposed New Program or Practice: To learn specific responsibilities of administrators

Resources Needed (human and material)	What presently exists that will have to be modified?	Forces in the system: Negative	Forces in the system: Positive	Sequenced strategy for promotion and implementation
1. Names of administrators from Mr. Beverly	1. Existing job descriptions and list of services rendered.	1. Lack of time to set up job descriptions.	1. Contributing to efficient operation of H.P.C.A.	1. Mr. Beverly's approval
2. Job descriptions of each - Ms. Hale	2. Roster of staffing		2. Eliminate confusion.	2. Identification of staff
3. Services they supply - specifics - Mr. Beverly Ms. Hale			3. Save time.	3. Job descriptions
4. Typing services and paper supply - Teacher Corps				4. Typing of same
				5. Duplication
				6. Distribution
				7. Mr. Beverly's discretion

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PROJECT WORK SHEET: Implementation

Implementation of #4

Proposed New Program or Practice: Improve routing of school communications

Resources Needed (human and material)	What presently exists that will have to be modified?	Forces in the system: Negative	Forces in the system: Positive	Sequenced strategy for promotion and implementation
1. Mr. Beverly's staffing chart	1. Present staff analysis	1. Failure to go through channels. 2. People in a hurry to follow proper line of communications.	1. Greater efficiency. 2. Less overlapping of responsibility. 3. Less frustration.	1. Facts from Mr. Beverly 2. Diagram to be constructed 3. Duplication for staff Suggestions: Staff to be notified about open administrative positions. Allow staff to reply in writing before appointment is made.

PROJECT WORK SHEET: Implementation

Implementation of #6

Proposed New Program or Practice: A rationale for fair assignment of divisions

Resources Needed (human and material)	What presently exists that will have to be modified?	Forces in the system: Negative	Forces in the system: Positive	Sequenced strategy for promotion and implementation
1. Cooperation of programming department. 2. Explicit explanation of division changes.	1. Developing changes in divisions. 2. Same teachers being assigned to freshman divisions each year.	1. Lack of time 2. Lack of consideration for teacher preferences	1. Desire for fairness in assignments. 2. More equitable distribution of demote students, or appropriate compensation (smaller group, no duty, fewer classes).	1. Approval of Mr. Beverly 2. Alert programming department. 3. Creation of form for teacher response on division choices from options available. 4. Hopefully, before second semester.

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PROJECT WORK SHEET: Planning

Basic Goal Statement: To improve respect for one's self and others.

Objectives (Specific)	Activity(s) that will Satisfy Objective	Method of Evaluation	Completion Date	Personnel needed and their role
#1. To be aware and learn to appreciate our multi-racial and multi-cultural background.	1. (#1,#2) (***) Interest groupings during our lunch periods.	All of our activities, by their nature, will be evaluated by: 1. Key interviews a. Out committee b. Other committees 2. Open discussions a. Our committee b. Other committees	1. *** First Semester	1. Entire Staff
#2. To be cognizant of contributions of various ethnic groups.	2. (#2,#4) (***) Human Relations Workshop.		2. ***	2. Entire Staff - Human Relations
#3. To encourage social contacts among staff members.	3. (#1,#2,#4) Have persons from various ethnic groups present programs.		3. On-going	3. Entire Staff
#4. To develop sensitivity to feelings of others.	4. (#3) Increase social opportunities for staff - theater, sports activities, concerts, parties.		4. On-going	4. Entire Staff
#5. To check out validity of school related rumors.	5. (#3) (***) Recognize staff birthdays in daily bulletin or staff meetings.		5. *** First Semester	5. Staff - Students
#6. To show respect for our colleagues and students by eating only in designated areas.	6. (#5) (**) Set up a rumor control area staffed by students and teachers.		6. ** First Month	6. Staff
#7. To show respect for our colleagues by being aware of non-smokers on our staff.	7. (#7) (**) Arrange for an optional button campaign to aid non-smokers by identification.		7. ** First Month & On-going	7. Staff

PROJECT WORK SHEET: Planning

Basic Goal Statement: To improve respect for one's self and others (Part 2)

Objectives (Specific)	Activity(s) that will Satisfy Objective	Method of Evaluation	Completion Date	Personnel needed and their role
#8. To set an example of how the impact of good usage of our English language is professional and desirable.	8. (#8) Arrange special discussion in our sending committee to gather suggestions and support for coping with our language problems.	See page 1	8. On-going	8. Everyone
#9. To trust each other professionally.	9. (#9) Activities to be arranged within our sending committee.	See page 1	9. On-going	9. Everyone
#10. To feel at ease about inquiring regarding administrative policies, and after clarification be agreeable about compliance.	10. (#10) (**) The Beliefs and Values committee will pursue the approval of the administration and report our findings to the staff.	See page 1	10. ** First Month 11. *** First Semester 12. *** First Semester	10. Mr. Beverly Administration TRY Committee 11. Mr. Beverly T.C. Staff TRY Committee 12. Mr. Beverly T.C. Staff TRY Committee
#11. To establish Teacher Stress Seminars and/or special consultants to be available for problems.	11. (#11) Our committee will investigate possibilities of professional assistance to arrange for seminar on stress. (With the aid of T. C. staff.)	See page 1		
#12. To be receptive to any problems in our area arising after school is in session.	12. (#11) Sending committee will meet and discuss problem and make recommendation according to a consensus agreement.	See page 1		

PROJECT WORK SHEET: Implementation

Proposed New Program or Practice: To improve respect for one's self and others

Resources Needed (human and material)	What presently exists that will have to be modified?	Forces in the system: Negative	Forces in the system: Positive	Sequenced strategy for promotion and implementation
#1. Teachers at lunch time Faculty lunchroom TRY facilitator	1. Unstructured lunch	Eating elsewhere, shyness, choosing to be alone.	Becoming better acquainted, learning about topics other than school - a common denominator.	1.(#1) Designated table for an interest thrust.
#2. Time for meetings	2. Nothing			2.(#1,#2,#3) TRY facilitator
#3. TRY facilitator	3. Lack of starter - we don't know any names			3.Bulleting notification
#4. TRY facilitator	4. Very little			4.Schedule planned ahead(topics)
#5. Student and teacher staff	5. None in existance			5.Human Relations assistance
#6. Lunchroom Teachers - Staff	6. Smoking all over faculty lunchroom	Chain smokers	Non-smoking for clean air - health.	6.(#3,#5) Administrative approval; set up student committee
#7. same as 6	7. same as 6			7.Soft campaign - TRY committee
#8. Sending committees - TRY Teachers	8. Modification of present spread			8.same as 7
#9. Sending Committees - TRY	9. More meetings			9.same as 7
#10. Administrators Sending Committee TRY	10.Ill at ease to confer with administrators			10.Mr. Beverly Sending Committee TRY
#11. T.C. personnel Administrators - Community TRY - Sending Committee	11.Nothing	Lack of need Stigmatizing people's fears of psychological help.	Great help for those who need it.	11.Administration-Sending Committee Meeting. T.C. staff for approval.
#12. Sending Committee	12.Nothing	Same as 11.	Same as 11.	12.Same as 11.

SUMMARY OF TEACHER CORPS WORKSHOP

Dumas School Participants

August 17, 1979

The Roosevelt University Teacher Corps Summer Workshop was an informative and enlightening experience for all. It provided participants from Dumas Elementary School, Hyde Park High School, Woodlawn Community, and Roosevelt University with an opportunity to:

1. see how Dumas and Hyde Park function, and relate to each other.
2. assess parental involvement in the schools, as it presently exists.
3. evaluate the role of the university in inservice and preservice training for teachers.

The workshop was well organized with dynamic content specialists and staff.

Although the specific interests of the group differed, all participants maintained high interest and enthusiasm throughout. The Hyde Park faculty centered its energies on designing ways to improve school climate. Through their work in predetermined small groups, they set long and short range goals to present to their principal and general faculty.

The Dumas experience was different but equally as rewarding. This faculty was more concerned with methods of reading, diagnosing reading problems, and methods of motivating students. Their interests were raised when given the opportunity to visit the Hyde Park Teacher Curriculum Work Center. While touring the building, they became aware of different teaching aids that could be made and utilized in their classrooms. Many members of the Dumas group engaged in hands on experiences. Their total involvement was evidence that they were happy to learn of the center's existence and many uses. This activity, as well as the extensive lecture format, received high ratings from the group for presentation and relevance. However, the teachers were not completely satisfied because there was still a need for more "how to's". As a

result, several activities were planned for fall implementation. It seems, though, there was not enough opportunity to share or brainstorm activities in the areas of concern.

Recent dialogue with the interns indicated that they were impressed with the lectures because of the quality and competence of the speakers. Their involvement in the Dumas group, as well as the total workshop encounters, built close working relationships that will be invaluable during their internship. Several interns had expectations of more collaboration with the faculty members to devise useful techniques for their upcoming experience in the teaching field.

Much enthusiasm displayed by the community representatives indicated they were delighted to gain insight into the inner workings of the schools. Their helpful comments provided the teachers and teacher interns with some much needed information about the parent's role and their involvement in the education of their children.

A highlight of the workshop were the human relations activities which kept the enthusiasm up, and provided practical experiences for the participants. The activities - Inclusion/Exclusion, Cooperation/Competition, and perception - and the movie "Cipher in the Snow" aroused curiosity and caused individual introspection. These human relations activities were necessary ingredients for a productive workship.

Overall, the workshop was of excellent quality. It provided a wholesome, relaxed experience for everyone involved.

Roosevelt University

Memorandum

Date	July 10, 1979
To	George Olson
From	Eliot Asser
Subject	Summary of Dumas meeting

At this first meeting, I introduced myself and focused on the need for the group to understand our task, our resources, and tried to get the interns introduced.

We read and reviewed the two page handout (attached). Four people volunteered for various recording or summary duties. I briefed the group on the availability of Dr. Ken James and Dr. Jane Hill. Dr. James' expertise is in the area of the exceptional child. Dr. Hill's expertise is in reading and motivation.

I explained my participation as facilitator and my professional background in organizational theory and consulting. I expressed my concern that the four groups represented in this small group--Dumas teachers, interns, community, R.U. staff--know each other so that we aren't strangers. To that end, I bullied the interns into making short introductions.

Mike, Susan, and Janice each explained their backgrounds, what their interests in Teacher Corps were, what their skills were they were bringing with them, and described some things they'd done in the past (Mike--drug counselling, Susan--choral and assembly production, Janice--choral work and self-esteem and shoplifting counseling). Mark will report at the next group session.

Roosevelt University

Memorandum

Date 7/12/79

To George Olson

From Eliot Asser

Subject Dumas meeting at the Teacher Center (Thursday, 7/12)

The Dumas group met this morning at the Hyde Park Teacher Center. The Center was started by and operated by teachers. It grew out of a desire for a place where teachers could come and make materials suitable for their classroom. The Center also represents a place where teachers can sit and share their successes and failures, their emotional highs and lows. This is the only Center in the U.S. with participation by private school teachers.

Summer hours: 1-4 Tues-Fri
10-2 Sat
Regular School Year Hours: 3-6 Mon, Thurs
3-9 Tues, Wed
10-4 Saturday

Memberships are available on an individual or institutional level. Membership rates start at $15. The Center needs about $25,000 to operate for a year and so they encourage individual memberships. Dumas has an institutional membership. Memberships allow a 10% discount on materials and also receipt of their newsletter.

Members of the Dumas group toured the facility and then were offered the opportunity to make anything they saw. They started several projects: People Pieces (Mike), Faces (Janice, Pam), Flip Book (Jackie), Wordaway (Betty), Compare-Contrast (Paul, Pam), My Work Book (Nancy).

Several of the members were still mastering the equipment and finishing their creations at noon.

Monday, July 16, 1979

Dr. Ken James talked with the Dumas group today about (1) Methods of imparting a curriculum to students, (2) Components of evaluations of students' processing and responding to stimuli, and (3) Basic areas of human needs. There are 3 handouts that correspond to these areas.

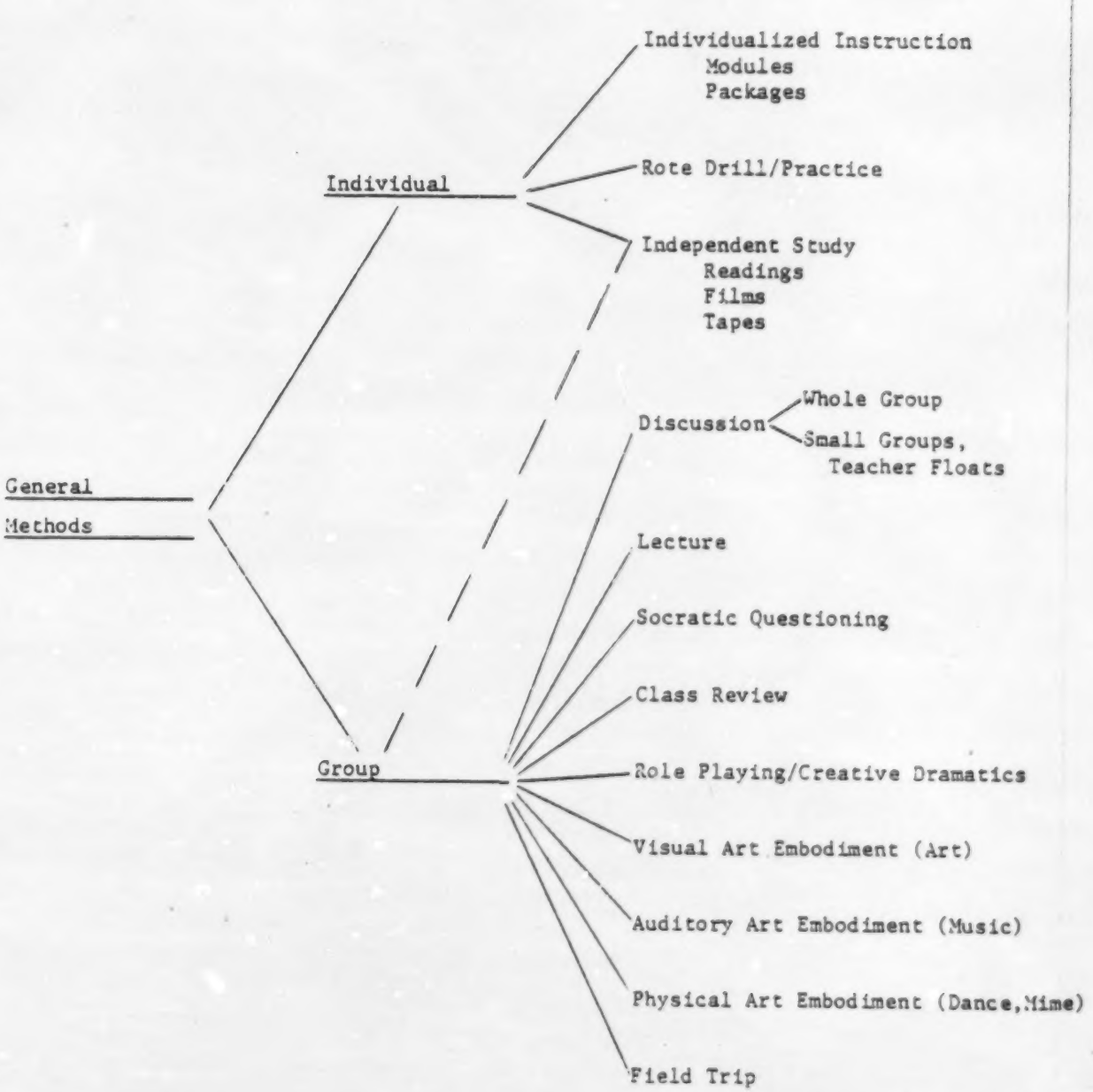
(1) Methods: Means of Imparting the Curriculum. Dr. James first reviewed several individual and group methods of instruction. The question he asked was: What process requirements do each of these methods require? That is, what cognitive processes do each of these methods require of the student and the teacher. This was part of an approach to instruction and remediation that divides a task into Inputs, Integration processes, and Outputs.

(2) Affective Response Evaluation. In this area, Dr. James focused on sensory systems in the input phase of learning, sensory systems that are required to operate successfully for the student to receive the teacher's instructions and to comprehend the task. He then discussed the various levels at which people experience stimuli. Finally he reviewed output responses and explained relationships between integration processes and outputs.

(3) Basic Areas of Need. Dr. James reviewed a notification of Maslow's Hierarchy of Needs. At the lowest levels are a person's need for phyiscal security and love. The focus of teachers' efforts are primarily in the next three levels of creative expression, cognitive mastery, and social competency. The highest level that everyone strives for is self-worth.

Handout from Dr. James - July 16, 1979

METHODS: MEANS OF IMPARTING THE CURRICULUM



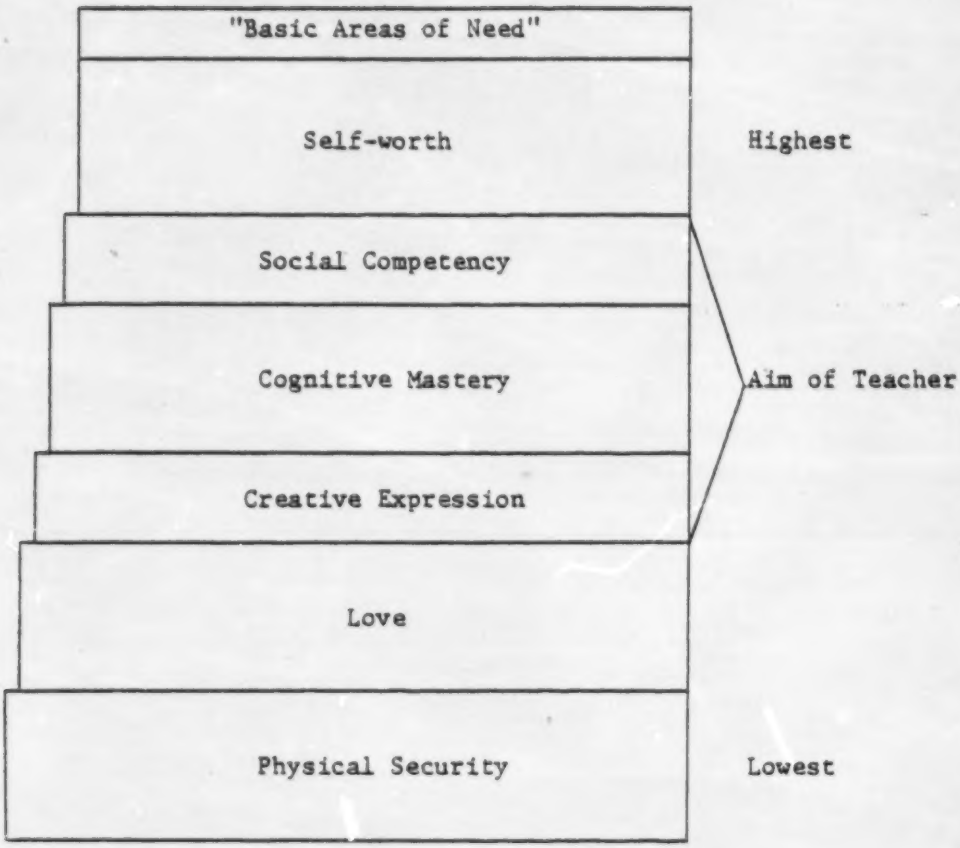
INPUT	INTEGRATION	OUTPUT
Semi-Autonomous Systems	Hierarchy of Experience	Recognition Response
Intrasensory	Conceptualization--Concept Fo ation	Drawing
Intersensory	Symbolization	Writing
Multisensory	Verbal/Nonverbal	Speaking
Auditory Modality Visual Modality Haptic Modality	Hierarchy of Language	Motor Movement
	Visual Expressive Language	
	Visual Receptive Language	
	Auditory Expressive Language	
	Auditory Receptive Language	
	Inner Language (Semiotic Function)	
(Sensation operates here)	Imagery/Memory	
	Perception/Discrimination	

AFFECTIVE RESPONSE EVALUATION

Receives input Responds on request Volitional response Commitment to respond Independent Learner

James 7/79

Handout from Dr. James - July 16, 1979



Good morning!
Did you sleep well?

Tuesday, July 17, 1979
B. Anderson, Recorder

Our task for today was to discuss the Exceptional Child Component as it relates to the Dumas School and community. We were asked to describe what is already known or available at our school for each area of the taxonomy and to hypothesize ways to obtain information on or implement or improve these areas at Dumas.

The Exceptional Child Component consists of five areas. We discussed each and these are some of our conclusions:

1. Collaboration Between Regular and Special Education Instructors

- We felt that while special education and regular instructors shared ideas and problems, information, etc., there was need for more formal meetings where parents and teachers alike would have the opportunity to exchange views about progress of child, etc. Suggestions were made that inservice time, prep time might be used for such meetings; however, we recognized the fact that this might prove difficult.

2. Student Assessment Procedures

- We found that a number of tests were being utilized at our school and pretty much served a purpose, however, the time between testing and actual placement for different special programs was criticized. We felt that if a child needed this attention and testing showed that, then placement should take place right away. We felt that the "system" should work harder on such an important area for improvements.

3. Teacher Competencies

- All teachers agreed that more workshops, meetings, conferences should be held in order that more could be learned by teachers about the special child. It was suggested that psychologists or special ed. teachers could be used as resource persons. It was also felt that courses be taken by classroom teachers in order that he or she could better help the child.

4. Parent Involvement - Community Agencies

- There seems to be a need for more parent participation in the school. Possible suggestions were that parents be used as tutors, unit plans be sent out so

that parents would know what child was studying, and that a closer communication line between parents and teachers be made by use of the P.T.A. As far as community agencies were concerned, it was felt that the first step should be a survey to find out exactly what was available in community that could assist the school.

5. Opportunities of Contact with Exceptional Adults

- We found that there had been very little contact; however, field trips were suggested and also felt that students (special students) become more involved in school activities in order that they might first feel their self-worth at Dumas.

Wednesday July 18, 1979

We formed 2 small groups within the Dumas group to work on the Task Analysis Worksheets (Parts 1 and 2). We had a little difficulty in classifying tasks into correct inputs and outputs on Worksheet 1, but Task Analysis Worksheet 2 really challenged our "brains." We felt it would have been very helpful if we could have had a matching exercise in doing the 2nd worksheet. Also, some of the terminology was rather vague, especially with defining the specific meanings of words such as recognition, haptic, motor, and tactile.

After finishing our morning tasks we had time to participate in a game which was introduced to the group by the interns. The game was called "Prui." All of the participants were quite interesting to watch!

Have a good day!!

Handout from Dr. James - July 18, 1979

TASK ANALYSIS WORKSHEET

Part One

Design tasks with the following inputs and outputs:

1. Auditory input--recognition (same/different) response
2. Auditory input--auditory-motor or spoken response
3. Auditory input--visual-motor (written) response
4. Haptic input--auditory-motor response
5. Haptic input--recognition response
6. Haptic input--visual-motor response
7. Visual input--recognition response
8. Visual input--auditory-motor response
9. Visual input--visual-motor response
10. Auditory-visual input--recognition response
11. Auditory-visual input--auditory-motor response
12. Auditory-visual input--visual-motor response
13. Auditory-haptic input--recognition response
14. Tactile input--recognition response

After constructing the tasks to the given specifications, subject them to the outlined task analysis procedure given in class.

Dr. K. James
7/79

Handout from Dr. James - July 18, 1979

TASK ANALYSIS WORKSHEET

Part Two

Following the task analysis procedure discussed in class, analyze the following tasks:

1. Teacher says to the child: "number your paper one to ten."
   Child is expected to comply.

2. Child is given a card upon which is written "stand on your right foot."
   Child is expected to comply.

3. Child feels an object in a box while the teacher says "this is a potato, yes or no?" Child must indicate affirmation or negation.

4. Child looks at a dot pattern on a card, e.g.
   Teacher taps "beat, beat, (pause) beat"
   Child must indicate if what he sees is the same as what he hears.

5. In the game of tag, the child who is tagged becomes "it," and must then chase the others. Analyze this task.

6. "Now class, I will read a poem to you. When I'm through, I want you to draw a picture that expresses the way the poem makes you feel." Analyze this task using as many frames of reference as possible. A good way to start is to ask yourself "why would someone fail this task?"

7. Child is blindfolded. The teacher says pairs of syllables, such as "beat, beak". Child must indicate "same or different."

8. Child is given a paper on which are printed horizontal lists of words, such as:

   neature nacher nature naiter

   The teacher first gives the word "nature" aloud, and the child must circle his choice of correct spelling.

9. Analyze the traditional spelling test.

10. In church, a little boy does not always hear the name of the hymn being sung. The people in church don't always articulate the words to the hymn clearly, so the boy can't listen to the words they are saying to determine the hymn being sung. However, he can thumb through the hymn book and find the hymn whose notes match the notes as they are being sung. Analyze this "task".

Dr. K. James
7/79

Dumas Friday, July 20, 1979

The Dumas teacher-community group in conjunction with the Teacher Corps Interns met with Dr. Ken James to discuss the taxonomy of the Exceptional Child Component. We discussed in depth how this could apply to the regular classroom. Dr. James clarified several terms relating to the taxonomy. He cited various examples to help show how the input, integration, and output of information may be applied to a pupil's learning process.

After examining the taxonomy concepts, we began discussing the assessment of children. It was announced that Jane Hill would not be able to meet with us next week; however, Doris Harmon will serve in her place.

Four areas of reading were discussed:

1. Oral Reading: (A) single words
   (B) words in context
2. Silent Reading: (A) single words
   (B) words in context

Testing procedures and the value of each was one of the main areas of conversation. We briefly discussed individualized instruction and cited examples for implementing this form of instruction. Doris Harmon will dwell more on this topic next week.

Paul G. Spencer, Recorder

Monday, July 23, 1979

Dumas Small Group Session
Speaker: Doris Harmon

1. Reading motivation

   A. The teacher act of students motivation of reading

      Child → Community → Parents → Administration

2. Commitment reviewing our value

   B. Three steps in organizing reading

      1. Standardized test
      2. I.Q.
      3. Reading Scores

3. Reading is language

   When we talk about reading, we are talking language. Reading depends on your background in language.

   Language is:

   1. phonology - sounds

   2. morphology - words

   3. syntax - sentences

   4. semantics - different meaning to different words

4. Socialization process

   A. The way language is utilized in the home, school, street, etc.

We were also given worksheets to complete and discuss:

1. Reading Orientation Inventory

2. You can learn to raise your I.Q. score

3. Purpose of Survey

4. Vocabulary

We started to discuss comprehension which will continue tomorrow, July 24th.

Mamie Manuel

Reason for Referral _____

General Mental Ability _____

Significant History Information _____

Date of Testing _____ Date of Birth _____ Age _____ Grade _____

PROCESSING INFORMATION	ACHIEVEMENT INFORMATION
Auditory Processes	
Auditory Acuity	Listening Skills
Auditory Discrimination	Speaking Skills--Oral Communication
Auditory Comprehension	Reading
Auditory Memory	single words (ORAL)
Word Retrieval	words in context (ORAL)
Sequencing of Sounds in Words	single words (SILENT)
Sequencing of Words in Sentences	words in context (SILENT)
Connected Oral Formulation	Written Language
Articulation	Penmanship
Visual Processes	recognition
Visual Acuity	Spelling
Visual Discrimination	recall
Visual Memory	Written Composition
	Social Ability-Maturity-Behavior
Psychomotor Processes	Hyperactivity
Gross Motor Skills	Aggression
Fine Motor Skills	Withdrawal
Visual Motor Coordination--Cross	Inadequacy--Immaturity
Visual Motor Coordination--Fine	Mathematics
Body Image and Spatial Orientation	Physical Education
Attention	Fine Arts (Music, Art, Drama, Dance)
Distractibility	
Disinhibition	
Perseveration	

SUGGESTIONS FOR HELPING POOR READERS

A.	LACK OF FLUENCY	DIAGNOSIS	SUGGESTIONS
	1. Halts and hesitates during oral reading.	Low stock of sight words.	Provide experience for a stock of sight words.
	2. Period of confusion during oral reading.	Material beyond pupil's ability. Poor power of word analysis.	Provide vocabulary training. Keep record of growth. Use time tests.
	3. Breaks sentence up without regard to proper grouping.	Poor in context clues. Inability to recognize thought units. Restricted attention span.	Train in phrasing. Give simple lesson in grouping words.
	4. Calling of words mechanically.	Difficult material. Overemphasis of words.	Adjust material to pupil ability. Practice reading like conversation.
	5. Reads with vocalization or lip movement during silent reading.	Insufficient emphasis on meanings. Overemphasis on reading "with expression".	Increase amount of silent reading. Prevent -- a) place keeping b) discourage lip movement c) prevent vocalization
B.	PROBLEMS OF COMPREHENSION		
	1. Inability to reproduce substance of material read with oral fluency.	Overemphasis on mechanics of work recognition and oral rendition.	Correct the emphasis. Provide exercises for response in terms of meaning.
	2. Inability to answer questions of fact on the material read.	Underemphasis on meanings. Assignments without problems or questions. Failure to direct attention to meanings.	Use informal tests of comprehension. Make meaningful assignments. Direct attention to meanings.
	3. Inability to form judgments on material read.	Meager vocabulary. Over-receptive attitude while reading.	Give assignments which involve judgments. Point out central idea on paragraph.
	4. Inability to select important ideas or relationship.	Poor assignments which require no selective thinking and reorganization. Routine learning of facts only -- no relationship. Low level attention.	Provide multiple assignments. Adjust these to individual needs. Provide exercises for selective thinking.

C. GENERAL POOR HABITS TO STUDY WHILE READING

1. Inability to get text book assignments.	Books too difficult. Language difficulties. Insufficient background of experiences and meanings. Reading habits inadequate.	Provide materials not too difficult. Broaden vocabulary. Provide background experience and meanings. Give remedial work in fundamental reading skills.

Note: Out of experience come meanings, and out of meanings come ideas. Thus, all learning must have meaning.

Reading Orientation Inventory

Instructions: Most of the statements below are about reading. Read each statement and decide whether you agree or disagree with the statement. If you agree with the statement, put an X in the box marked AGREE. If you do not agree with the statement, put an X in the box marked DISAGREE. Only one X should be marked for each statement.

	Statement	AGREE	DISAGREE
1.	To spend one hour reading a book or magazine is too long.		
2.	Reading can improve my vocabulary.		
3.	A person who reads well will be able to earn more money.		
4.	My own effort will not lead to very much without the help of others.		
5	Reading is a good activity for spare time.		
6.	Reading has nothing to offer me.		
7.	I can share someone else's experience through reading.		
8.	A good reader will most likely be a better athlete than a poor reader.		
9.	I control what will happen to me.		
10.	Reading what you like to read is more fun.		
11.	There are a lot of people who are better off because they do not read.		
12.	Reading helps to improve the mind.		
13.	Reading will help one to get a better job.		
14.	If you try harder, you can learn anything you want to learn.		
15.	People who read well usually speak well.		
16.	It would be better to read about non-fiction than to read about fiction.		

	Statement	AGREE	DISAGREE
17.	The reason students get poor grades is because they do not study enough.		
18.	The last thing to do in your spare time is to read.		
19.	Reading only helps students in their school work, not in their everyday life.		
20.	People who read well are not good at doing physical things.		
21.	Most people who cannot read get along well enough.		
22.	Reading can help me say what I want to say better.		
23.	My future is controlled by a supreme power.		
24.	The more different things one reads, the more one will like reading.		
25.	Students read because teachers think it is important, not because they like to.		
26.	A person can earn a lot of money even if he cannot read.		
27.	Reading is better for girls than for boys.		
28.	A person who reads a lot is more interesting to talk to.		
29.	Reading will help me in my other subjects.		
30.	Reading for a test is not as much for as reading something you enjoy.		
31.	When I do not read, I feel as though I am missing out on something.		
32.	Reading things you know are not true is boring.		
33.	No person is well educated unless he is a good reader.		
34.	I can learn more by looking at television than I can learn by reading.		

	Statement	AGREE	DISAGREE
35.	When one reads well enough to get along in the world, that is all he needs.		
36.	Most students who read well worked hard to develop their skill.		
37.	Reading is basically an enjoyable experience.		
38.	The more a person reads, the more creative he can be.		
39.	It is easier to read about something you can put into practice than about something you cannot use.		
40.	Reading a story you like is better than watching it in the movies.		
41.	There is no value in reading.		
42.	Reading is not as important as some other subjects.		
43.	A person who reads well has more confidence in himself.		
44.	I was probably not meant to be a good reader.		
45.	My favorite subject would be reading even if it wasn't necessary.		
46.	Most good readers are squares.		
47.	Reading helps us to understand people around us.		
48.	It is not possible to do many things unless you can read.		
49.	I would be a better reader if I tried harder.		
50.	I read only because I an preparing for a career.		
51.	I can discover new ideas by reading.		
52.	Reading a little is better than not reading at all.		
53.	I could be a better reader if I prayed more.		

	Statement	AGREE	DISAGREE
54.	The more I read, the more I like it.		
55.	Reading can help me solve problems that may arise in my life.		
56.	Whatever happens is beyond my control.		
57.	Reading, even when you do not have to, would be fun.		
58.	Most reading is boring and it doesn't mean anything anyway.		
59.	Reading will help me in my social life.		
60.	If a person can earn enough money, he does not need to read.		

Summer Workshop - Dumas Tuesday July 24, 1979

George Olson asked for an answer from our group today. His question was twofold: (1) did the teachers and community persons want to devise some plan for the fall at Dumas? or (2) did they wish to continue with the methods of diagnosing learning problems, motivating the children, and individualizing instruction?. Some related that they had expected specific methods information as delineated at the Task Force Retreat, held at the Holiday Inn. Ohters agreed that the instruction content has been very valuable. However, one member did remind the group that we must have something to show the faculty and community for the time spent.

Mrs. Harmon then asked for clarity of the kind of task the group wished to achieve. We broke into three groups to define the task and discuss our concerns. Mrs. Harmon spent time with each group.

Following the discussion, the task was formulated:

To Increase Parent and Teacher Involvement in School Activities
and Implement Teacher Strategies in Reading and Writing

We will make a ten minute presentation at the September 4 inservice at Dumas School. Paul Spencer, representing the faculty, and a community representative will each discuss the workshop - five minutes only. The group would also like to spearhead a meeting with the parents. Nancy and the interns would draw up a concerns checklist, which the P.T.A. will mail to parents prior to the meeting. We hope to have copies of the Handbook on Mastery Learning to explain and give to each parent. We also discussed having learning pep rallies for the students. Mrs. Harmon volunteered to be our first speaker.

With our task defined, and some strategy for implementation written down, we focused our attention on individualized instruction. As the time was short, we will continue tomorrow.